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ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS), a criterion-referenced test, was mandated by the Texas legislature in 1984 to be instituted beginning with the school year 1985-86. This is the first report of TEAMS, which replaces the formerly used Texas Assessment of Basic Skills (TABS), by the Austin Independent School District (AISD). Tests were administered to students in grades 1, 3, 5, 7, 9, and 11. First grade students who were limited-English-proficient (LEP) were exempted. A Spanish version of TEAMS for grades 1 and 3 is expected for 1986-87 testing. Special education students with certain handicaps were also exempted from testing. In a question and answer format, the report discusses AISD student performance; that performance compared to other years and other tests; performance by ethnicity; performance on the grade 11 exit-level TEAMS; special measures to prepare students for the test; and remediation for those who did not pass the exit-level TEAMS. Mastery on the exit-level TEAMS is required for receiving a high school diploma. Attachments to the report are: (1) a sample of the number of items tested and the number required to demonstrate mastery; (2) AISD district summary reports; (3) data on the percentage of students demonstrating mastery, and ranking by school; (4) comparison of AISD students with Texas and the "Big 8" Texas urban districts. (MDE)

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THE TEAMS REPORT 1986

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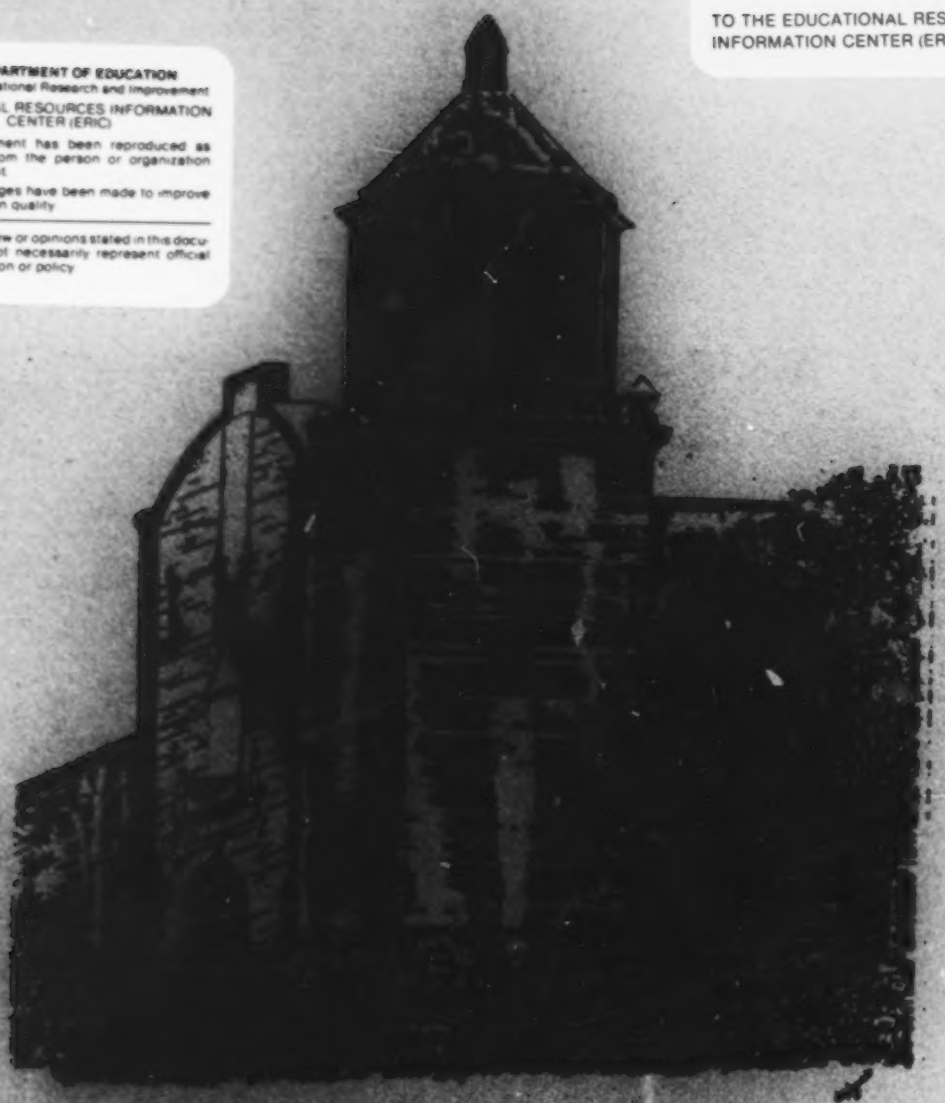

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

TM 870 969

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1985-86 TEAMS CALENDAR

The testing calendar for the TEAMS is determined each year by the Texas Education Agency (TEA). Following is a summary of the TEAMS testing dates for 1985-86:

October 1	Grade 11 (Exit-Level Language Arts)
October 2	Grade 11 (Exit-Level Mathematics)
January 28	Grade 11 (Exit-Level Language Arts) - Makeup
January 29	Grade 11 (Exit-Level Mathematics) - Makeup
February 10-14	Grades 3, 5, 7, and 9
February 17-19	Grades 3, 5, 7, and 9 - Makeup
*April 29 - May 1	Grade 1
May 1	Grade 11 (Exit-Level Mathematics)
May 2	Grade 11 (Exit-Level Language Arts)

* Grade 1 TEAMS was originally scheduled for April 1-11. Because of delays in receiving the testing materials and scheduling problems, approval was obtained from TEA to postpone the test.

NOTE: In future years, the Exit-Level TEAMS will be administered only twice per year. The January, 1986 administration was scheduled by TEA primarily to ensure that migrant students (and others who might have missed the October, 1985 administration) would indeed have four opportunities to take the Exit-Level TEAMS.

Testing schedules were set at each campus by the principal and the building test coordinator within the restrictions of the testing calendar set by TEA, with schools making every effort to test early in the morning and to avoid testing on Mondays, Fridays, and before or after a major holiday. As in the past with the TABS, Valentine's Day was in the middle of the scheduled days for testing grades 3, 5, 7, and 9.

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THE TEAMS REPORT, 1986

EXECUTIVE SUMMARY

AUTHORS: Evangelina Mangino, Richard Battaile, Marilyn Rumbaut, and Wanda Washington

OTHER CONTACT PERSONS: Glynn Ligon and David Doss

MAJOR POSITIVE FINDINGS:

1. When compared to a national average, AISD students scored above the national average in every area at every grade with the exception of third-grade reading and seventh-grade mathematics and reading.

2. The percentage of AISD eleventh graders meeting mastery levels on the Exit-Level TEAMS was the highest among the Texas Big Eight urban districts and higher than the statewide average.

3. The percentage of AISD students who failed the Exit-Level TEAMS in October, 1985, but who demonstrated mastery in May was 14-18 percentage points higher than the percentages for students retested statewide.

MAJOR FINDINGS REQUIRING ACTION:

1. Although it is the expectation of the District administration that AISD should rank number one among Texas urban districts (the Big Eight), AISD's rankings on the 1985-86 TEAMS ranged from 1 to 6, with the most common ranking being 3.

2. While the ranking of AISD in elementary mathematics among the urban districts on statewide tests has improved, secondary mathematics scores appear to be particularly low in relation to the Big Eight.

3. The criteria for mastering future versions of the Exit-Level TEAMS will be more difficult; consequently, AISD staff will be even more challenged to prepare students to pass the test in future years.

4. In previous years, many students who graduated without meeting AISD's minimum competency requirements had never taken the required tutorial course. Under the State's exit-level requirement, failure to provide remediation would place the District in violation of State law.

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FINAL REPORT

WHAT IS THE TEAMS?

The Texas Educational Assessment of Minimum Skills (TEAMS) is a State-mandated test administered every year to students in Texas public schools. The TEAMS replaced the Texas Assessment of Basic Skills (TABS), administered at selected grades every year from 1980 to 1985. The development and administration of the TABS was in response to the 1979 mandate by the Texas Legislature that minimum mathematics, reading, and writing basic skills testing be instituted in Texas.

A revised policy was passed by the Second Called Session of the 68th Texas Legislature in July, 1984. House Bill 72 (HB 72) mandated that, beginning with the 1985-86 school year, a new assessment program, the TEAMS, be instituted to measure minimum basic skills in mathematics, reading, and writing at grades 1, 3, 5, 7, 9, and 11 (the exit level). In a dramatic gesture, the new law also required that Texas students graduating in May, 1987 and thereafter demonstrate mastery on the Exit-Level TEAMS before they may receive a high school diploma. Only special education students whose handicap "prevents the student from mastering the competencies which the basic skills assessment instruments are designed to measure" may be exempted from this exit-level requirement (Texas Education Code, Section 21.555).

First grade students who were limited-English proficient (LEP) were exempt from the 1985-86 TEAMS. It is expected that, beginning next year, a Spanish version of the TEAMS will be used in grades 1 and 3 for testing LEP students whose home language is Spanish.

The TEAMS was produced by the Texas Education Agency (TEA). All testing procedures and guidelines, including administration dates, are set by TEA. Through an independent contractor, TEA scores the TEAMS and reports the results back to the school districts.

The results of the TEAMS are used to determine the performance level of students, schools, and districts, and to determine the need for remediation in each of the tested areas. TEAMS results are the only measurement by which student achievement can be compared in all public schools in Texas. In order to compare aggregated student performance on the TEAMS with national standards, the Texas Legislature also mandated that TEA conduct an equating study, equating the TEAMS with a norm-referenced test. The test selected for this purpose was the Metropolitan Achievement Tests (MAT), 6th edition.

At the student level, the results of the TEAMS are reported in terms of mastery of each objective and mastery of the test. Total raw score and scaled score are also provided. At the group level (campus, district, and State), the results are reported in terms of the percentage of students mastering each objective and the percentage of students mastering the test. Scaled scores and predicted national percentile ranks are also provided for the overall group.

Mastery of each objective is defined as correctly answering at least three out of the four multiple-choice items measuring that objective. Mastery of each test is established independently of the objective mastery levels and, in some cases, students must master more than 75 percent of the items on a test to demonstrate mastery. Therefore, it is possible to master all the individual objectives on some tests, yet not master the entire test. The writing test given in grades 3, 5, 7, and 9 also contains a writing sample which affects mastery of the entire writing section. The raw score criteria for mastery of the tests, established by the State Board of Education, are presented as Attachment 1.

In grades 1 through 9, nonmastery of a test has no direct consequences to the students in terms of promotion or retention. At grade 11, however, not mastering the test requires that the student participate in a remedial program and be retested every time the test is offered (two times each year) until the student has demonstrated mastery of both the mathematics and the language arts tests. The ultimate consequence of not mastering one or both sections of the TEAMS at the exit level is that the students will be denied a high school diploma (beginning with students graduating in May, 1987). There will be no opportunity to sign a letter of waiver in lieu of demonstrating mastery, as there was in the past in Austin ISD for students who graduated without meeting the District's minimum competency requirements.

Many educators, including AISD administrators and staff, feel that the TEAMS Writing Test and writing sample, which uses a "holistic" scoring technique, are unreliable. Data received from TEA in 1985-86 and previous years for AISD students have only reinforced this opinion. Consequently, results from the TEAMS Writing Test should be interpreted with caution. No significant conclusions can probably be drawn from the data.

HOW DID AISD STUDENTS PERFORM ON THE TEAMS IN 1985-86?

- The percentage of AISD students mastering each test was higher than the average percent mastery for the Texas Big Eight urban districts except for seventh-grade mathematics (see Figure 1).
- AISD students achieved at a predicted national percentile rank above the 50th percentile (the national average) in all areas at all grades except for third-grade reading and seventh-grade mathematics and reading. (See Figures 3-5.)
- AISD performance on the Exit-Level TEAMS was the highest among the Texas Big Eight urban districts and higher than the statewide average (see Figures 6-7).
- The percentage of AISD students retested in May on the Exit-Level TEAMS who demonstrated mastery was 14-18 percentage points higher than the percentages for retested students statewide (see Attachment 4).

Figure 1 summarizes the percentages of AISD students demonstrating mastery on the 1985-86 TEAMS in the different subject areas. The percentages are also indicated for the Texas "Big Eight" urban districts (Austin, Corpus Christi, Dallas, El Paso, Fort Worth, Houston, San Antonio, and Ysleta) and for students statewide. Results of all three exit-level administrations are also included, as well as the total "unduplicated" (i.e., students are counted only once) data for the entire year for grade 11. Attachment 2 of this report presents the detailed TEAMS results for the District, as reported by TEA. A detailed comparison by test objective among AISD, the Big Eight, and the State is contained in Attachment 3.

GRADE	NUMBER TESTED IN AISD	PERCENTAGE OF STUDENTS MASTERING											
		MATHEMATICS			READING*			WRITING			PASSED ALL		
		AISD	B8	TX	AISD	B8	TX	AISD	B8	TX	AISD	B8	TX
1	4905	82	81	83	73	69	73	80	77	80	65	60	65
3	4413	77	72	80	73	65	74	61	52	60	51	41	50
5	4159	75	74	80	82	77	83	61	57	64	52	47	55
7	4164	74	75	81	77	70	78	64	58	66	52	46	56
9	5098	77	75	81	79	74	80	59	53	63	51	43	53
11 (October)	3379	92	85	88	94	89	91	--	--	--	89	80	85
11 (January)	136	84	NA	76	85	NA	80	--	--	--	--	--	--
11 (May)	457	75	NA	57	77	NA	60	--	--	--	--	--	--
11 TOTAL (Unduplicated)	3651	91	NA	NA	93	NA	NA	--	--	--	--	--	--

* LANGUAGE ARTS AT GRADE 11
B8 = BIG EIGHT URBAN DISTRICTS
-- = NO TEST GIVEN
NA = DATA NOT AVAILABLE

Figure 1. SUMMARY OF PERCENTAGES OF AISD STUDENTS MASTERING THE 1985-86 TEAMS, COMPARED TO TEXAS AND THE BIG EIGHT.

Figure 2 indicates the ranking of AISD among the Big Eight for students mastering all tests on the 1985-86 TEAMS.

GRADE	RANK
1	2
3	2
5	2
7	3
9	3
11 (fall)	1

Figure 2. AUSTIN'S RANKING AMONG THE BIG EIGHT: PERCENTAGE OF STUDENTS MASTERING ALL TESTS, 1985-86 TEAMS.

AISD's rankings on the individual tests are presented in Figure 7. The expectation of the District administration is that AISD should rank number one among the eight Texas urban districts; however, the rankings on the 1985-86 TEAMS ranged from 1 to 6, with the most common ranking being 3. While the ranking of AISD in elementary mathematics among the urban districts has improved, secondary mathematics scores appeared to be particularly low in relation to the other urban districts.

To compare the performance of Texas students with students nationwide, TEA conducted an equating study using the Metropolitan Achievement Tests (MAT). A representative sample of Texas students took both the TEAMS and MAT. Using the results of the equating study and the MAT norms, "predicted national percentiles" were established by TEA. Figures 3-5 present the predicted national percentiles for AISD students on the TEAMS.

FIGURE 3. AISD PREDICTED NATIONAL PERCENTILES, 1985-86 TEAMS. MATHEMATICS

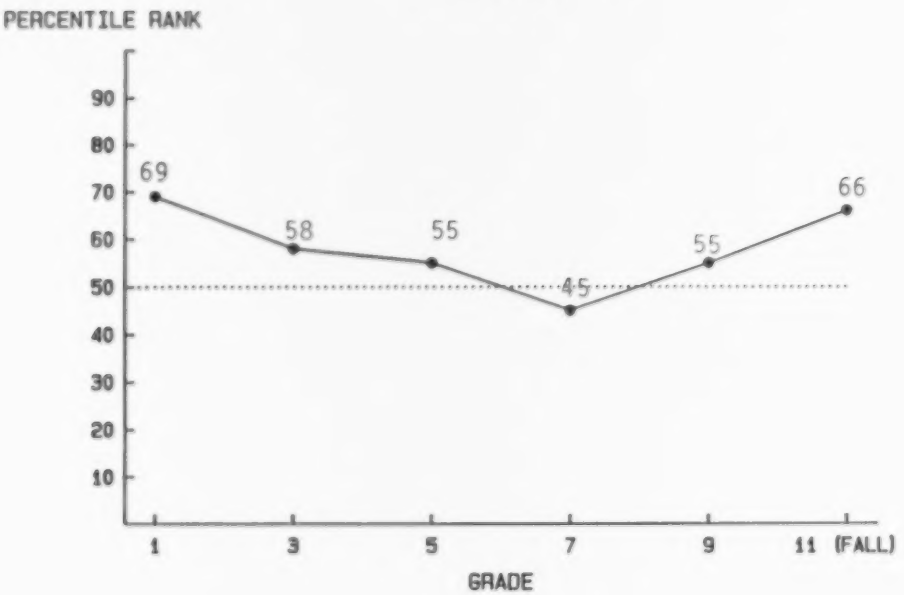


FIGURE 4. AISD PREDICTED NATIONAL PERCENTILES, 1985-86 TEAMS. READING

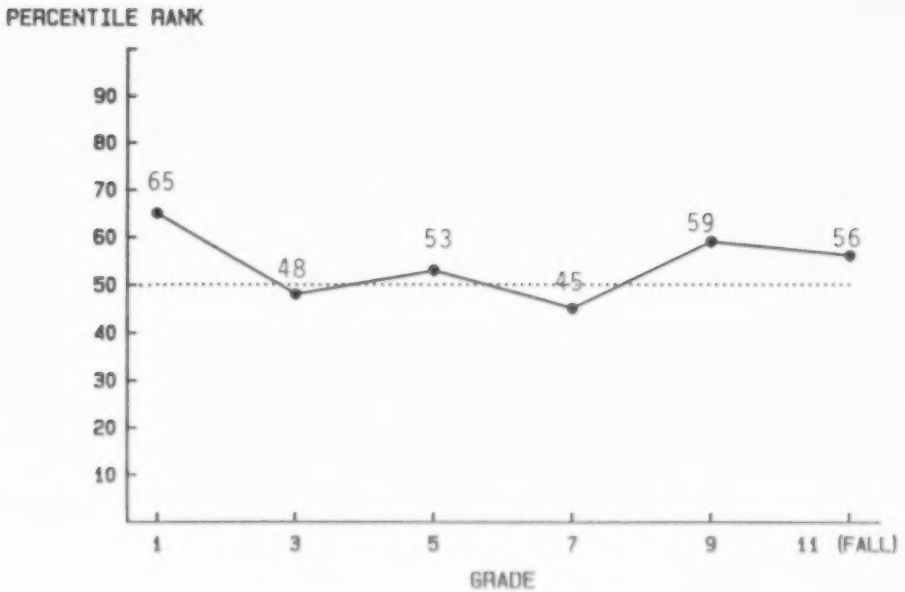
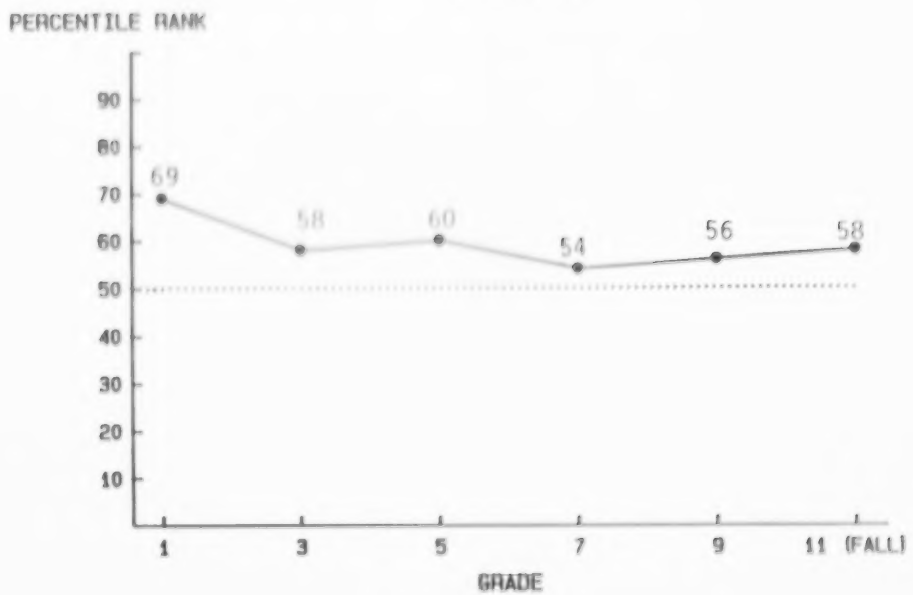


FIGURE 5. AISD PREDICTED NATIONAL PERCENTILES, 1985-86 TEAMS. WRITING



Exit-Level TEAMS

The Exit-Level TEAMS is a high-stakes test that affects whether or not a student may receive a high school diploma. Students graduating in May, 1987 or thereafter must master both the mathematics and the language arts sections of the test before they graduate from a public high school in Texas. Students not mastering the Exit-Level TEAMS on the first attempt are required to retake the test as many times as necessary to demonstrate mastery and to participate in remedial education programs designed to prepare the students to pass the test.

The results of the first year of administering the Exit-Level TEAMS indicate that AISD students passed the test at a higher rate than the other Big Eight urban districts and higher than the State as a whole (see Figure 6). The District's strategies for preparing students to take (and retake) the Exit-Level TEAMS are discussed later in this report.

On the first administration (October, 1985), 89% of the AISD eleventh graders mastered both sections of the Exit-Level TEAMS, thus meeting one of the State requirements for graduation. Figure 6, the Exit-Level TEAMS results for the October, 1985 administration, shows AISD performance to be the highest among the Big Eight urban districts and above the State average.

	Both Areas	Mathematics		Language Arts		
	% Mastery	% Mastery	%ile	% Mastery	Reading %ile	Writing %ile
Austin	**89**	**92**	**66**	**94**	**56**	**58**
Corpus Christi	79	82	45	89	41	44
Dallas	71	80	38	83	32	37
El Paso	81	89	53	90	44	49
Fort Worth	75	78	41	86	39	43
Houston	83	86	50	89	42	46
San Antonio	73	81	37	86	35	36
Ysleta	86	91	55	93	46	49
Big 8 Average	80	85	48	89	42	45
Texas	85	88	53	91	46	50

Figure 6. PERCENTAGES OF STUDENTS MASTERING MATHEMATICS AND LANGUAGE ARTS, AND PREDICTED NATIONAL PERCENTILES FOR THE BIG EIGHT URBAN DISTRICTS, EXIT-LEVEL TEAMS, OCTOBER, 1985. (Percentiles unavailable for mastery in both areas.)

AISD's performance on the Exit-Level TEAMS improved more at each consecutive administration (October, January, and May) in comparison to the State results. Attachment 4 compares the performance of AISD students with State results for students tested for the first time and for retested students. In mathematics, the percentage of AISD students mastering the test was 4, 8, and 6 percentage points higher than the State percentages on the three administrations. In language arts, AISD was 3, 5, and 10 percentage points higher than the State. Retested students in AISD also performed better on the May, 1986 administration than the students retested statewide (14 percentage points higher in language arts, and 18 percentage points higher in mathematics).

While AISD students performed very well on the first year's administrations of the Exit-Level TEAMS, the criteria for mastering subsequent versions of the test will be more difficult. AISD staff will be even more challenged to prepare students to pass the test in future years.

HOW DID AISD STUDENTS PERFORM ON THE TEAMS COMPARED TO PREVIOUS YEARS?

The TEAMS, first administered in 1985-86, replaced the Texas Assessment of Basic Skills (TABS), administered in grades 3, 5, and 9 in previous years. Because the TEAMS differs from the TABS in many ways (e.g., objectives measured, difficulty level, calculation of a test mastery score, and grades tested), comparisons about the performance of students across the years are difficult to make. It is inappropriate simply to compare the percentage of students demonstrating mastery. It is reasonable, however, to compare the rankings from previous years of schools and districts on the TABS to their rankings on the 1985-86 TEAMS.

Figure 7 indicates AISD rankings among the Big Eight urban districts over the last three years. Compared to 1984-85, the ranking of AISD among the Big Eight improved in mathematics at grades 3 and 5, and in writing at grade 9. In other comparisons, AISD's ranking either remained the same or showed a decrease.

	1983-84 (TABS)	1984-85 (TABS)	1985-86 (TEAMS)
GRADE 1			
Mathematics	-	-	3
Reading	-	-	2
Writing	-	-	2
GRADE 3			
Mathematics	6	5	3
Reading	1	2	2
Writing	2	2	2
GRADE 5			
Mathematics	6	5	3
Reading	2	1	3
Writing	2	2	2
GRADE 7			
Mathematics	-	-	6
Reading	-	-	1
Writing	-	-	3
GRADE 9			
Mathematics	3	4	4
Reading	3	2	3
Writing	3	4	3
GRADE 11 (fall)			
Mathematics	-	-	1
Language Arts	-	-	1

Figure 7. AUSTIN'S RANKING AMONG THE BIG EIGHT: PERCENTAGE OF STUDENTS MASTERING EACH TEST, 1983-84 THROUGH 1985-86.

Attachment 4 presents a comparison of the ranking of each campus on the 1984-85 TABS and the 1985-86 TEAMS. The difference in the percentage of students demonstrating mastery between each campus, the District, and the State is also provided. Caution must be exercised when making comparisons between campuses. Unless the characteristics of the student populations and other aspects are taken into consideration, comparing the percentages of students mastering the test could be misleading. A look at the change in relative ranking among the schools is a better indicator of changes in achievement by campus.

HOW DID AISD STUDENTS PERFORM BY ETHNICITY ON THE 1985-86 TEAMS?

The pattern of achievement among the ethnic groups that occurs on AISD's systemwide achievement tests (the Iowa Tests of Basic Skills, ITBS, kindergarten through grade eight, and the Tests of Achievement and Proficiency, TAP, grades 9-12) is also evident on the TEAMS. Anglo/Other students achieve higher than both minority groups, while Hispanic students perform better than Black students. Figures 8-13 present by ethnicity the percentages of students demonstrating mastery on the TEAMS in 1985-86.

First-grade students identified as limited-English proficient (LEP) were exempt from the 1985-86 TEAMS. It is expected that, beginning next year, a Spanish version of the TEAMS will be used in grades 1 and 3 for testing Spanish LEP students. The exemption of LEP students must be taken into account when interpreting first-grade TEAMS data by ethnicity because about 24 percent of the Hispanic first graders were not tested.

Comparisons of the AISD TEAMS results by ethnicity with the Big Eight and the State will be performed. At the time of publication of this report, data tapes with State results had been requested and were being processed. The results of these comparisons will be included in an addendum to this report when the data are obtained.

FIGURE 8. 1985-86 TEAMS RESULTS BY ETHNICITY: GRADE 1.

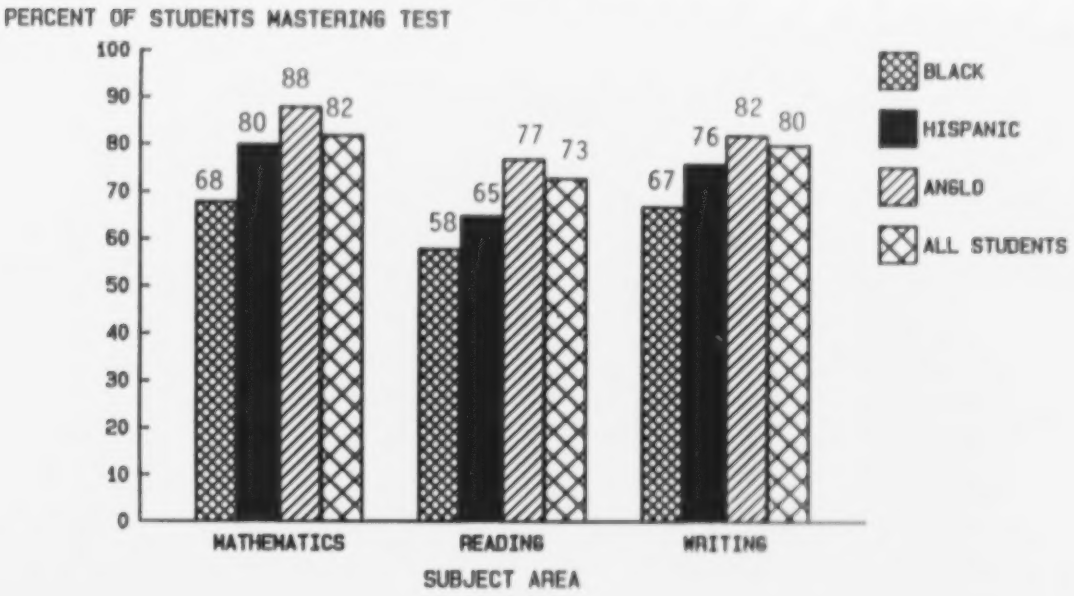


FIGURE 9. 1985-86 TEAMS RESULTS BY ETHNICITY: GRADE 3.

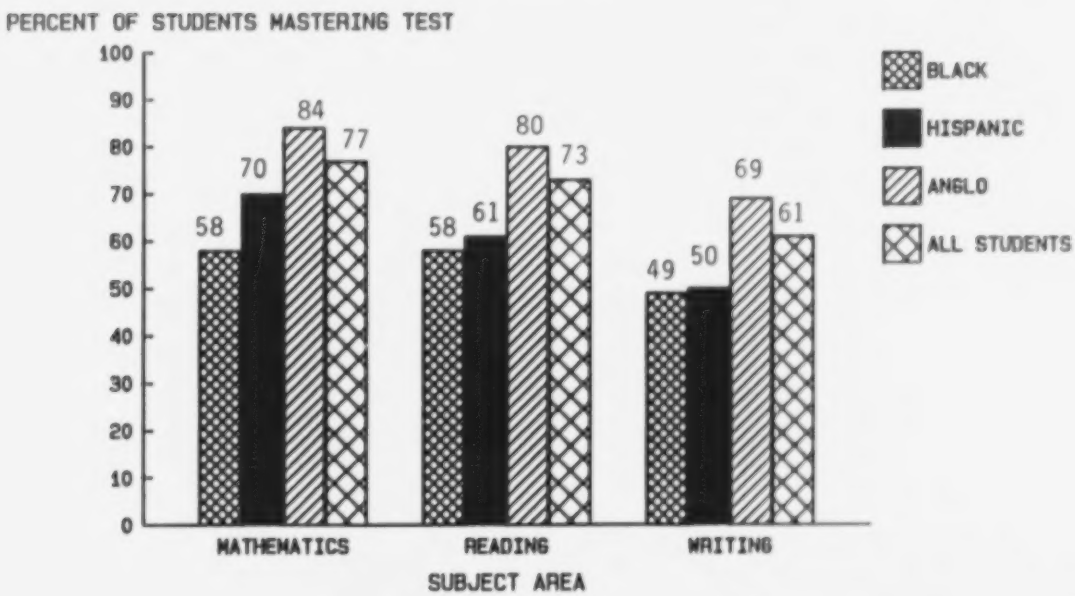


FIGURE 10. 1985-86 TEAMS RESULTS BY ETHNICITY: GRADE 5.

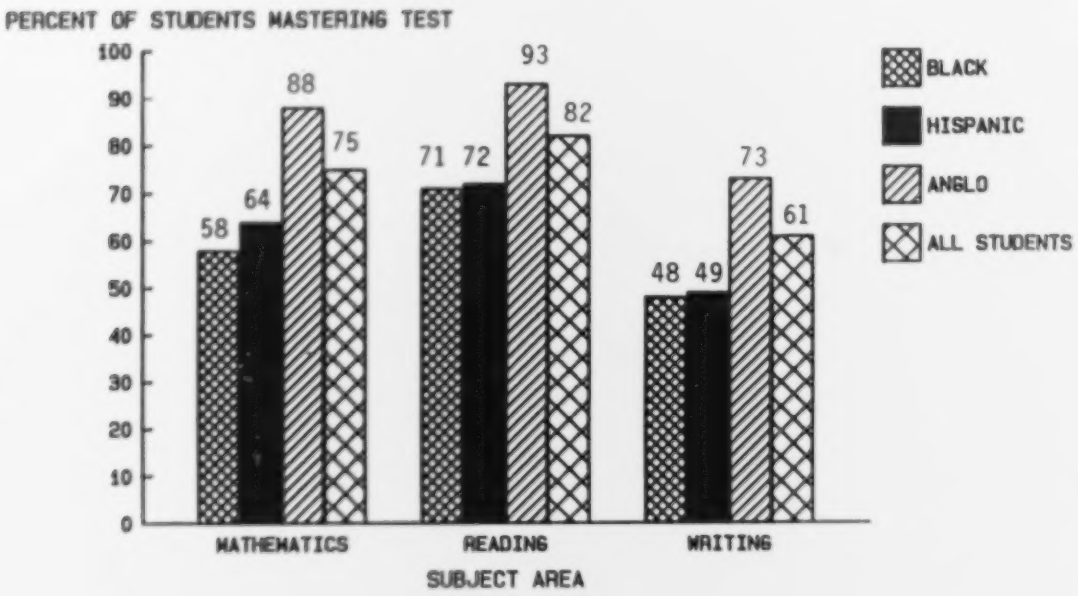


FIGURE 11. 1985-86 TEAMS RESULTS BY ETHNICITY: GRADE 7.

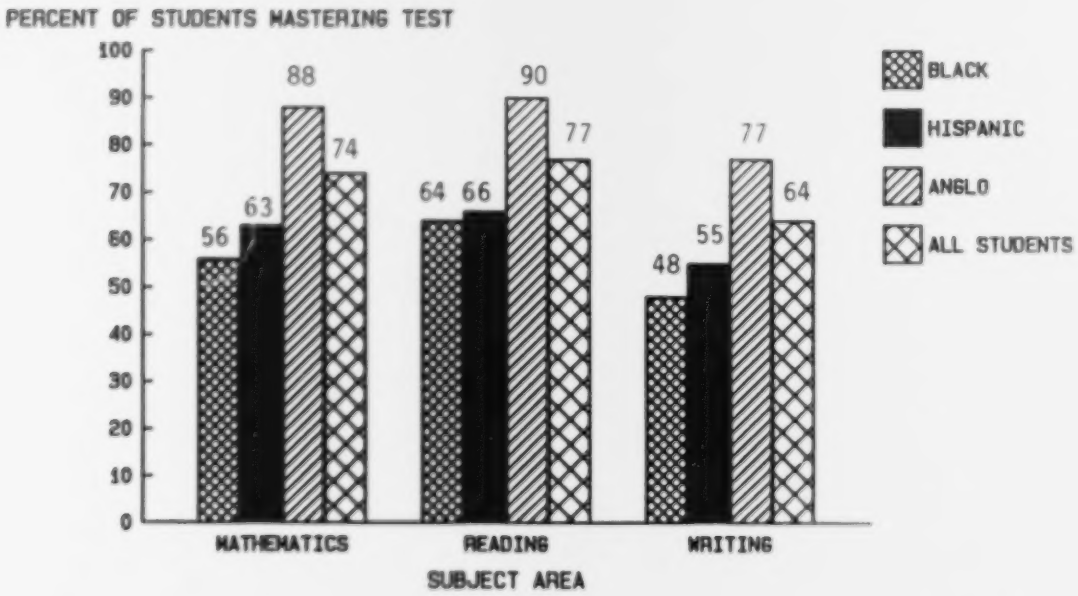


FIGURE 12. 1985-86 TEAMS RESULTS BY ETHNICITY: GRADE 9.

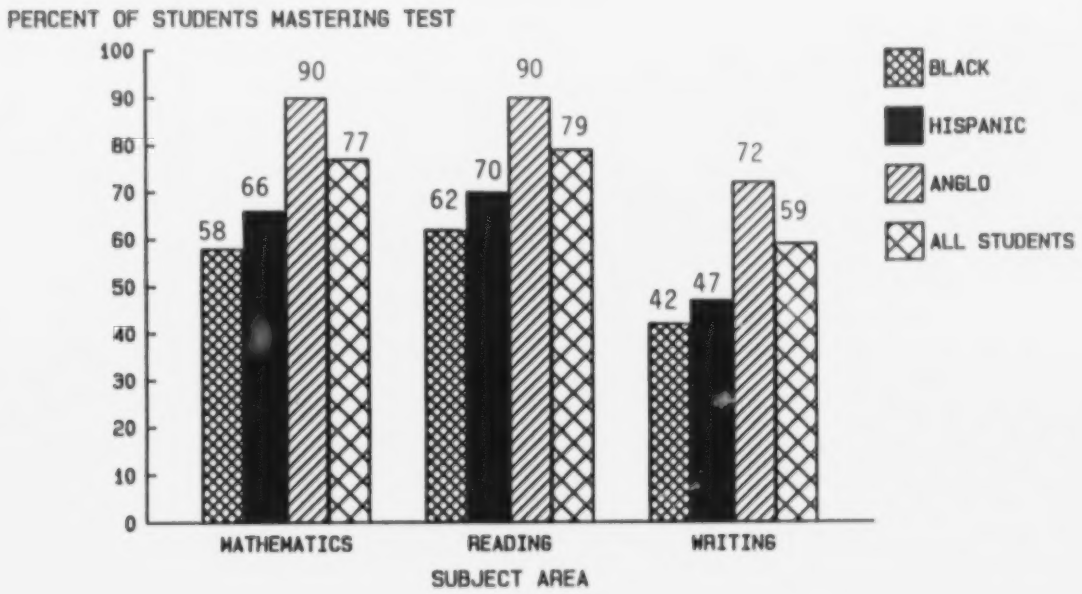
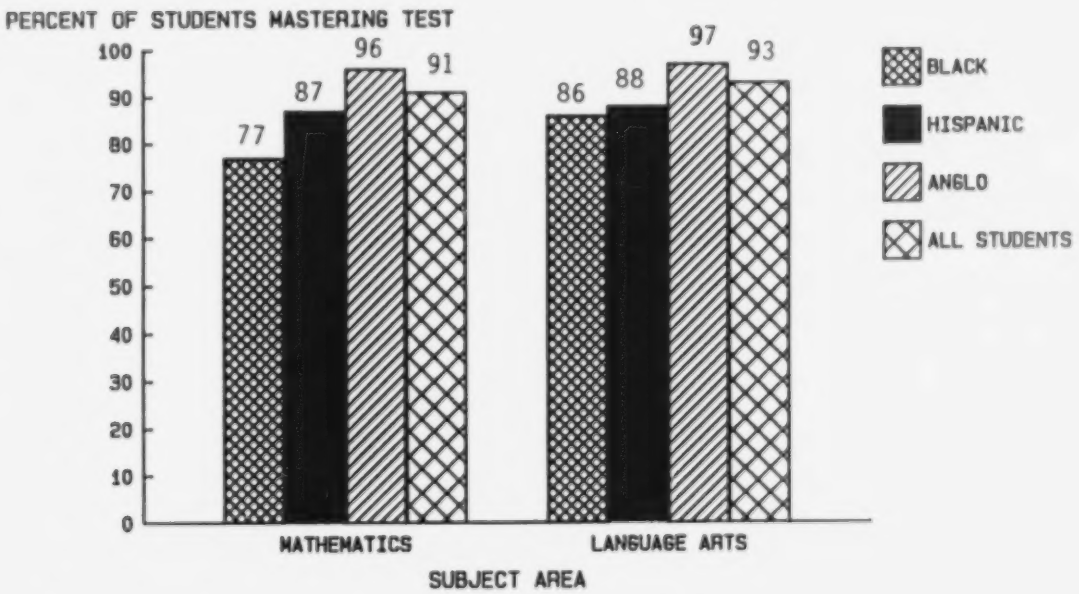


FIGURE 13. 1985-86 TEAMS RESULTS BY ETHNICITY: EXIT-LEVEL FIRST TIME TESTED (OCT., JAN., MAY).



HOW DID THE DISTRICT PREPARE STUDENTS FOR THE INITIAL ADMINISTRATION OF THE EXIT-LEVEL TEAMS?

On the initial administration of the Exit-Level TEAMS in October, 1985, 89% of the eleventh graders demonstrated mastery in both language arts and mathematics (see Figure 1). While this high percentage is largely attributable to the high achievement level of AISD students, credit must be given to the commitment made by the District to providing the necessary resources to prepare every student to meet this important exit-level requirement. Many activities occurred as a result of this commitment.

During February, 1985, in accordance with a mandate of the State Board of Education, students and parents of students then enrolled in grades 8, 9, and 10 received a copy of the objectives to be included on the Exit-Level TEAMS. They also received a copy of a letter from the Interim Commissioner of Education notifying the Superintendent of the passage of HB 72 and its implications for high school students. In September, 1985, all students in grades 9-11 received a brochure prepared by TEA giving more information about the Exit-Level TEAMS and the objectives tested, as well as providing a sample test item for each objective.

AISD began the fall, 1985, semester with an intensive program to sharpen the skills of eleventh-grade students to take the Exit-Level TEAMS. This program consisted of 18 mini-lessons covering the mathematics objectives and 18 mini-lessons covering the language arts objectives. The mini-lessons were 3 to 5 minutes long and were presented at the beginning of each class period (for all students in grades 9-12) for 18 days before the test was administered. In addition, the day before the test, a mini-lesson on test anxiety and test-taking skills was conducted. The mini-lessons were designed at three levels (for low, regular, and advanced classes) in order to provide instruction appropriate to students at all levels of achievement.

Students predicted to be at-risk of not mastering the Exit-Level TEAMS were identified by using scores on the 1984-85 Tests of Achievement and Proficiency (TAP). Students who scored below the 35th percentile on the TAP were flagged on classroom summary printouts produced for each high school teacher for each class period.

A live television show in which students and parents could phone in with questions was broadcast over AISD's Cable Channel 8. The show featured a high school principal and the Director of Management Information discussing the new State requirements, the TEAMS format and general content, and strategies for test taking. A high volume of phone calls was received from parents and students.

HOW EFFECTIVELY DID THE DISTRICT PROVIDE REMEDIATION FOR STUDENTS WHO DID NOT PASS THE EXIT-LEVEL TEAMS ON THEIR FIRST ATTEMPT?

All students not mastering one or both sections of the Exit-Level TEAMS on their initial attempt were identified and advised to enroll in tutorial courses specially designed to help students pass the test on the next administration. In October, 380 students (11% of those tested) did not pass one or both tests. From the January makeups, 25 students who failed (18% of those tested) were also identified.

Figure 14 shows the success rates of students who took the Exit-Level TEAMS for the second time in May, 1986. The success rates for students who took the mathematics tutorial (course 3222T) or the language arts tutorial (course 1132T) are also indicated. Attachment 4 provides more information about students who were retested in AISD and statewide.

SUBJECT AREA	NUMBER WHO FAILED FIRST TRY	RETESTED IN MAY #	RETESTED IN MAY %	TOOK TUTORIAL # TESTED	TOOK TUTORIAL % PASSED	TOOK TUTORIAL % FAILED	DID NOT TAKE TUTORIAL # TESTED	DID NOT TAKE TUTORIAL % PASSED	DID NOT TAKE TUTORIAL % FAILED
MATHEMATICS	284	197	69	161	75	25	36	47	53
LANGUAGE ARTS	232	161	69	114	69	31	47	62	38

Figure 14. SUCCESS RATE OF STUDENTS RETESTED IN MAY, 1986: Those who took the TEAMS tutorial courses and those who did not.

A comparison of the results indicates that the percentage of students passing the Exit-Level TEAMS who took the mathematics tutorial is 28 percentage points higher than the percentage for students who passed but did not take the tutorial course. In language arts, the percentage of students mastering after taking the tutorial is seven percentage points higher than the percentage for those mastering who did not take the tutorial.

One point must be made about placing students in exit-level tutorial courses. In previous years, under AISD's own minimum competency requirements, many students who graduated without meeting competency had never taken the required tutorial course. The District must closely monitor the students to ensure that this does not occur under the State's exit-level requirements; otherwise, AISD will be in violation of State law.

Attachment 1 presents the raw score criteria for demonstration of mastery in the basic skills areas on the TEAMS for the 1985-86 school year.

Note that at some grades for some tests students must correctly answer more than 75% of the items to reach mastery--for example, third-grade mathematics. In those cases, students can reach mastery for each objective (3 and 4 items correct) without mastering the test.

	Mathematics		Reading**		Writing	
Grade	Items Tested	Items Required	Items Tested	Items Required	Items Tested	Items Required
1	32	26	36	24	16	10
3	44	35	36	27	24	21*
5	44	27	36	22	24	19*
7	44	26	40	26	24	16*
9	44	26	44	30	24	19*
11	72	36	72	45	--	--

*In addition to the number of correct multiple-choice items required, to demonstrate mastery a student must also attain a written composition score of at least two out of a possible four points.

**Language Arts at grade 11.

ATTACHMENT 1. NUMBER OF ITEMS TESTED AND NUMBER REQUIRED TO DEMONSTRATE MASTERY, 1985-86 TEAMS.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)

1985-1986

AISD District Summary Reports (All Students Tested)

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

TEAMS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: JUNE 1986

DATE OF TESTING: APRIL 1986

GRADE: 01

85.59

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	4334	94	259
	2.PLACE VALUE	3679	80	914
	3.NUMBER COMPARISON	4020	88	573
	4.ADDITION	4187	91	406
	5.SUBTRACTION	4066	89	527
	6.WORD PROBLEMS (+,-)	4043	88	550
	7.MEASUREMENT, TIME	4415	96	178
	8.GEOMETRIC SHAPES	3969	86	624
	STUDENTS TESTED: 4593 TOTAL MATHEMATICS:	3784	82	809
	MATHEMATICS SCALED SCORE: 815			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 69			
READING	1.MAIN IDEA	2785	61	1778
	2.SIGHT RECOGNITION	3976	87	587
	3.COMPOUND WORDS	4220	92	343
	4.CONTEXT CLUES	2976	65	1587
	5.WORD STRUCTURE	3666	80	897
	6.PHONICS	3544	78	1019
	7.SPECIFIC DETAILS	3543	78	1020
	8.SEQUENCING EVENTS	3171	69	1392
	9.PREDICTING OUTCOMES	2851	62	1712
	STUDENTS TESTED: 4563 TOTAL READING:	3337	73	1226
	READING SCALED SCORE: 782			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 65			
WRITING	1.CAPITALIZATION	3690	83	778
	2.PUNCTUATION	2904	65	1564
	3.SPELLING	4087	91	381
	4.SUBJECT-VERB AGREEMENT	2441	55	2027
	STUDENTS TESTED: 4468 TOTAL WRITING:	3591	80	877
	WRITING SCALED SCORE: 807			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 69			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	5744	
The following data are based on the number of ANSWER DOCUMENTS SUBMITTED.	NUMBER 5228	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	29	1
Asian or Pacific Islander	114	2
Black	959	18
Hispanic	1758	34
White	2368	45
FREE/REDUCED PRICE MEAL PROGRAM	1793	34
CHAPTER I REGULAR PROGRAM	884	17
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	2	0
Remedial Reading Program	41	1
Remedial Writing Program	1	0
Eligible but does not participate	76	1
Neither eligible nor participating	5110	98
LIMITED ENGLISH PROFICIENCY	559	11
BILINGUAL / ESL PROGRAMS		
Bilingual Program	356	7
English as a Second Language Program	120	2
SPECIAL EDUCATION		
Learning Disability	46	1
Emotionally Disturbed	17	0
Speech Handicapped	100	2
Visually Handicapped	2	0
Other handicapping condition	9	0
Non special education students	5076	97
GIFTED/TALENTED PROGRAM	171	3
PASS/FAIL SUMMARY		
Passed all tests taken	3028	65
Failed one test only	729	16
Failed two tests only	502	11
Failed all three tests	393	8

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1986

DATE OF TESTING: FEBRUARY 1986

GRADE: 03

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDER WHOLE NUMBERS	3639	83	759
	2.PLACE VALUE	3969	90	429
	3.NUMBER PATTERNS	3261	74	1137
	4.EXPANDED NOTATION	3750	85	648
	5.FRACTIONAL PARTS	4158	95	240
	6.ADDITION	3926	89	472
	7.SUBTRACTION	3450	78	948
	8.WORD PROBLEMS (+)	4046	92	352
	9.WORD PROBLEMS (-)	3746	85	652
	10.MEASUREMENT UNITS	2901	66	1497
	11.PICTORIAL MODELS	3670	83	728
	STUDENTS TESTED: 4398 TOTAL MATHEMATICS:	3373	77	1025
	MATHEMATICS SCALED SCORE: 784			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 58			
READING	1.MAIN IDEA	3510	80	864
	2.SIGHT WORDS	3664	84	710
	3.CONTEXT CLUES	3391	78	983
	4.WORD STRUCTURE	2495	57	1879
	5.PHONICS	3018	69	1356
	6.SPECIFIC DETAILS	3731	85	643
	7.SEQUENCING OF EVENTS	3601	82	773
	8.PREDICTING OUTCOMES	3311	76	1063
	9.TABLE OF CONTENTS	4130	94	244
	STUDENTS TESTED: 4374 TOTAL READING:	3195	73	1179
	READING SCALED SCORE: 774			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 48			
WRITING	1.CAPITALIZATION	4159	95	202
	2.PUNCTUATION	3128	72	1233
	3.SPELLING	4043	93	318
	4.CORRECT ENGLISH USAGE	3973	91	388
	5.SENTENCE STRUCTURE	3727	85	634
	6.PROOFREADING	4000	92	361
	7.NARRATIVE WRITTEN COMPOSITION			
	RATING: 4 3 2 1 0			
	NUMBER: 74 1141 2098 995 53			
	PERCENT: 2 26 48 23 1			
	MULTIPLE CHOICE SUB-TEST:	3146	72	1215
	WRITTEN COMPOSITION SUB-TEST:	3313	76	1048
	STUDENTS TESTED: 4361 TOTAL WRITING:	2671	61	1690
	WRITING SCALED SCORE: 730			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 58			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	4569	
Number Not Tested	156	
	NUMBER	PERCENT
The following data are based on NUMBER OF STUDENTS TESTED.	4413	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	25	1
Asian or Pacific Islander	94	2
Black	849	19
Hispanic	1339	30
White	2106	48
FREE/REDUCED PRICE MEAL PROGRAM	1539	35
CHAPTER I REGULAR PROGRAM	546	12
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	0	0
Remedial Reading Program	37	1
Remedial Writing Program	0	0
Eligible but does not participate	26	1
Neither eligible nor participating	4350	99
LIMITED ENGLISH PROFICIENCY	274	6
BILINGUAL / ESL PROGRAMS		
Bilingual Program	116	3
English as a Second Language Program	94	2
SPECIAL EDUCATION		
Learning Disability	89	2
Emotionally Disturbed	18	0
Speech Handicapped	76	2
Visually Handicapped	0	0
Other handicapping condition	1	0
Non special education students	4255	96
GIFTED/TALENTED PROGRAM	301	7
PASS/FAIL SUMMARY		
Passed all three tests	2258	51
Failed one test only	951	22
Failed two tests only	615	14
Failed all three tests	571	13

85.59

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1986

DATE OF TESTING: FEBRUARY 1986

GRADE: 05

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.PLACE VALUE	3467	84	673
	2.EQUIVALENT FRACTIONS	2847	69	1293
	3.DECIMALS (+,-)	3559	86	581
	4.MULTIPLICATION	3333	81	807
	5.DIVISION	2312	56	1828
	6.WORD PROBLEMS (+,-)	2434	59	1706
	7.WORD PROBLEMS (×,÷)	2776	67	1364
	8.WORD PROBLEMS (DECIMAL)	3288	79	852
	9.MEASUREMENT UNITS	2474	60	1666
	10.GRAPHS	2571	62	1569
	11.PERIMETER OR AREA OF POLYGONS	3314	80	826
	STUDENTS TESTED: 4140 TOTAL MATHEMATICS:	3105	75	1035
	MATHEMATICS SCALED SCORE: 769			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 55			
READING	1.MAIN IDEA	2815	68	1313
	2.CONTEXT CLUES	3348	81	780
	3.SPECIFIC DETAILS	3221	78	907
	4.SEQUENCING OF EVENTS	2558	62	1570
	5.DRAWING CONCLUSIONS	2750	67	1378
	6.FACT, OPINION	3003	73	1125
	7.CAUSE-AND-EFFECT	3016	73	1112
	8.PARTS OF A BOOK	3383	82	745
	9.GRAPHIC SOURCES	3472	84	656
	STUDENTS TESTED: 4128 TOTAL READING:	3392	82	736
	READING SCALED SCORE: 790			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 53			
WRITING	1.CAPITALIZATION	3571	87	544
	2.PUNCTUATION	3358	82	757
	3.SPELLING	3852	94	263
	4.CORRECT ENGLISH USAGE	3544	86	571
	5.SENTENCE STRUCTURE	3543	86	572
	6.PROOFREADING	3142	76	973
	7.DESCRIPTIVE WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 152 / 820 / 2088 / 1018 / 37			
	PERCENT: 4 / 20 / 51 / 25 / 1			
	MULTIPLE CHOICE SUB-TEST:	3138	76	977
	WRITTEN COMPOSITION SUB-TEST:	3060	74	1055
	STUDENTS TESTED: 4115 TOTAL WRITING:	2511	61	1604
	WRITING SCALED SCORE: 731			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 60			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	4327	
Number Not Tested	168	
The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER 4159	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	15	0
Asian or Pacific Islander	106	3
Black	757	18
Hispanic	1296	31
White	1985	48
FREE/REDUCED PRICE MEAL PROGRAM	1394	34
CHAPTER I REGULAR PROGRAM	471	11
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	0	0
Remedial Reading Program	9	0
Remedial Writing Program	0	0
Eligible but does not participate	39	1
Neither eligible nor participating	4111	99
LIMITED ENGLISH PROFICIENCY	261	6
BILINGUAL / ESL PROGRAMS		
Bilingual Program	137	3
English as a Second Language Program	122	3
SPECIAL EDUCATION		
Learning Disability	163	4
Emotionally Disturbed	36	1
Speech Handicapped	67	2
Visually Handicapped	1	0
Other handicapping condition	10	0
Non special education students	3916	94
GIFTED/TALENTED PROGRAM	369	9
PASS/FAIL SUMMARY		
Passed all three tests	2168	52
Failed one test only	1001	24
Failed two tests only	515	12
Failed all three tests	448	11

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1986

DATE OF TESTING: FEBRUARY 1986

DISTRICT: 227-901 AUSTIN ISD

GRADE: 07

85.59

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	2628	64	1473
	2.FRACTIONS (+,-)	2522	64	1479
	3.DECIMALS (+,-,x)	2211	54	1890
	4.WORD PROBLEMS (+,-,x,÷)	2739	67	1362
	5.DECIMAL WORD PROBLEMS (+,-,x)	2563	62	1538
	6.MEASUREMENT UNITS	2578	63	1523
	7.GEOMETRIC TERMS AND FIGURES	1982	48	2119
	8.PERIMETER OF POLYGONS	3296	80	805
	9.CHARTS, GRAPHS	3247	79	854
	10.PROBABILITY	2696	66	1405
	11.EQUATIONS	2948	72	1153
	STUDENTS TESTED: 4101 TOTAL MATHEMATICS:	3024	74	1077
	MATHEMATICS SCALED SCORE: 767			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 45			
READING	1.MAIN IDEA	2325	57	1785
	2.CONTEXT CLUES	3850	94	260
	3.SPECIFIC DETAILS	3040	74	1070
	4.SEQUENCING OF EVENTS	2377	58	1733
	5.DRAWING CONCLUSIONS	2353	57	1757
	6.FACT, OPINION	1993	48	2117
	7.CAUSE-AND-EFFECT	2833	69	1277
	8.REFERENCE SOURCES	3743	91	367
	9.GRAPHIC SOURCES	3723	91	387
	10.PARTS OF A BOOK	3448	84	662
	STUDENTS TESTED: 4110 TOTAL READING:	3160	77	950
	READING SCALED SCORE: 772			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 45			
WRITING	1.CAPITALIZATION	3475	85	606
	2.PUNCTUATION	2921	72	1160
	3.SPELLING	3332	82	749
	4.CORRECT ENGLISH USAGE	2927	72	1154
	5.SENTENCE STRUCTURE	2460	60	1621
	6.PROOFREADING	3338	82	743
	7.CLASSIFICATORY WRITTEN COMPOSITION			
	RATING: 4 3 2 1 0			
	NUMBER: 52 535 2463 978 53			
	PERCENT: 1 13 60 24 1			
	MULTIPLE CHOICE SUB-TEST:	3172	78	909
	WRITTEN COMPOSITION SUB-TEST:	3050	75	1031
	STUDENTS TESTED: 4081 TOTAL WRITING:	2616	64	1465
	WRITING SCALED SCORE: 738			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 54			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	4554	
Number Not Tested	390	
The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER 4164	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	4	0
Asian or Pacific Islander	88	2
Black	871	21
Hispanic	1264	30
White	1937	47
FREE/REDUCED PRICE MEAL PROGRAM	1228	29
CHAPTER I REGULAR PROGRAM	1	0
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	0	0
Remedial Reading Program	13	0
Remedial Writing Program	0	0
Eligible but does not participate	28	1
Neither eligible nor participating	4123	99
LIMITED ENGLISH PROFICIENCY	182	4
BILINGUAL / ESL PROGRAMS		
Bilingual Program	53	1
English as a Second Language Program	128	3
SPECIAL EDUCATION		
Learning Disability	229	5
Emotionally Disturbed	55	1
Speech Handicapped	39	1
Visually Handicapped	2	0
Other handicapping condition	13	0
Non special education students	3864	93
GIFTED/TALENTED PROGRAM	0	0
PASS/FAIL SUMMARY		
Passed all three tests	2177	52
Failed one test only	895	21
Failed two tests only	496	12
Failed all three tests	535	13

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1986

DATE OF TESTING: FEBRUARY 1986

DISTRICT: 227-901 AUSTIN ISD

GRADE: 09

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	3314	65	1746
	2.FRACTIONS (+,-)	3925	78	1135
	3.DECIMALS (×,÷)	4560	90	500
	4.WORD PROBLEMS (+,-,×,÷)	3884	77	1176
	5.WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	3451	68	1609
	6.PERSONAL FINANCE PROBLEMS	3575	71	1485
	7.WORD PROBLEMS (MEASUREMENT UNITS)	3551	70	1509
	8.AREA OF RECTANGLES, TRIANGLES	3037	60	2023
	9.PROBABILITY	2759	55	2301
	10.CHARTS, GRAPHS	3253	64	1807
	11.FORMULAS	3100	61	1960
	STUDENTS TESTED: 5060 TOTAL MATHEMATICS:	3902	77	1158
	MATHEMATICS SCALED SCORE: 775			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 55			
READING	1.MAIN IDEA	3623	72	1434
	2.MEANING OF WORDS	4454	88	603
	3.SPECIFIC DETAILS	3846	76	1211
	4.SEQUENCING OF EVENTS	3778	75	1279
	5.DRAWING CONCLUSIONS	3887	77	1170
	6.FACT, OPINION	2703	53	2354
	7.CAUSE-AND-EFFECT	3542	70	1515
	8.GENERALIZATIONS	4532	90	525
	9.AUTHOR'S POINT OF VIEW	3408	67	1649
	10.REFERENCE SOURCES	4712	93	345
	11.GRAPHIC SOURCES	4617	91	440
	STUDENTS TESTED: 5057 TOTAL READING:	3995	79	1062
	READING SCALED SCORE: 782			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 59			
WRITING	1.CAPITALIZATION	4127	82	929
	2.PUNCTUATION	4035	80	1021
	3.SPELLING	4707	93	349
	4.CORRECT ENGLISH USAGE	4089	81	967
	5.SENTENCE STRUCTURE	4711	93	345
	6.PROOFREADING	3505	69	1551
	7.PERSUASIVE WRITTEN COMPOSITION			
	RATING: 4 3 2 1 0			
	NUMBER: 65 551 2937 1447 56			
	PERCENT: 1 11 58 29 1			
	MULTIPLE CHOICE SUB-TEST:	3712	73	1344
	WRITTEN COMPOSITION SUB-TEST:	3553	70	1503
	STUDENTS TESTED: 5056 TOTAL WRITING:	2978	59	2078
	WRITING SCALED SCORE: 716			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 56			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	7081	
Number Not Tested	1983	
The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER 5098	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	11	0
Asian or Pacific Islander	110	2
Black	996	20
Hispanic	1381	27
White	2600	51
FREE/REDUCED PRICE MEAL PROGRAM	1116	22
CHAPTER I REGULAR PROGRAM	6	0
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	0	0
Remedial Reading Program	16	0
Remedial Writing Program	0	0
Eligible but does not participate	19	0
Neither eligible nor participating	5063	99
LIMITED ENGLISH PROFICIENCY	129	3
BILINGUAL / ESL PROGRAMS		
Bilingual Program	0	0
English as a Second Language Program	124	2
SPECIAL EDUCATION		
Learning Disability	206	4
Emotionally Disturbed	64	1
Speech Handicapped	16	0
Visually Handicapped	4	0
Other handicapping condition	19	0
Non special education students	4822	95
GIFTED/TALENTED PROGRAM	1	0
PASS/FAIL SUMMARY		
Passed all three tests	2607	51
Failed one test only	1212	24
Failed two tests only	634	12
Failed all three tests	606	12

85.59

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: NOVEMBER 1985
DATE OF TESTING: OCTOBER 1985
GRADE: 11-EXIT LEVEL

85.59

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	2847	85	485
	2.ROUNDING OF NUMBERS	2558	77	774
	3.EQUIVALENCIES	2332	70	1000
	4.EXPONENTIAL/STANDARD NOTATION	3048	91	284
	5.FRACTIONS, MIXED NUMBERS (+,-,X)	2276	68	1056
	6.DECIMALS (+,-,X,÷)	3032	91	300
	7.INTEGERS (+)	2914	87	418
	8.MULTIPLE OPERATIONS (+,-,X,÷)	2300	69	1032
	9.FORMULAS	2292	69	1040
	10.PROPORTION	2449	73	883
	11.PERCENT	2384	72	948
	12.MEASUREMENT UNITS	2136	64	1196
	13.AVERAGES	2818	85	514
	14.PROBABILITY	2611	78	721
	15.CHARTS, GRAPHS	3110	93	222
	16.GEOMETRIC FORMULAS	2395	72	937
	17.GEOMETRIC PROPERTIES	2164	65	1168
	18.EQUATIONS	2468	74	864
	STUDENTS TESTED: 3332 TOTAL MATHEMATICS:	3067	92	265
	MATHEMATICS SCALED SCORE: 746			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 66			
LANGUAGE ARTS	1.MAIN IDEA	2795	84	550
	2.CONTEXT CLUES	3189	95	156
	3.WORD STRUCTURE	3130	94	215
	4.SPECIFIC DETAILS	3180	95	165
	5.SEQUENCING OF EVENTS	3196	96	149
	6.DRAWING CONCLUSIONS	2596	78	749
	7.REFERENCE SOURCE IDENTIFICATION	3251	97	94
	8.REFERENCE SOURCE USAGE	3212	96	133
	9.FACT, OPINION	2627	79	718
	10.LITERARY ANALYSIS	3161	94	184
	11.CAPITALIZATION	2550	76	795
	12.PUNCTUATION	1938	58	1407
	13.SPELLING	2418	72	927
	14.CORRECT ENGLISH USAGE	2178	65	1167
	15.SENTENCE STRUCTURE	2161	65	1184
	16.SENTENCE COMBINING	3220	96	125
	17.ORGANIZATION SKILLS	2784	83	561
	18.PROOFREADING	2221	66	1124
	STUDENTS TESTED: 3345 TOTAL LANGUAGE ARTS:	3128	94	217
	LANGUAGE ARTS SCALED SCORE: 774			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 56			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 58			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	3692	
Number Not Tested	313	
The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER	PERCENT
	3379	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	15	0
Asian or Pacific Islander	109	3
Black	514	15
Hispanic	703	21
White	2038	60
FREE/REDUCED PRICE MEAL PROGRAM	450	13
CHAPTER I REGULAR PROGRAM	0	0
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	0	0
Remedial Reading Program	1	0
Remedial Writing Program	0	0
Eligible but does not participate	8	0
Neither eligible nor participating	3370	100
LIMITED ENGLISH PROFICIENCY	52	2
BILINGUAL / ESL PROGRAMS		
Bilingual Program	1	0
English as a Second Language Program	51	2
SPECIAL EDUCATION		
Learning Disability	90	3
Emotionally Disturbed	10	0
Speech Handicapped	4	0
Visually Handicapped	2	0
Other handicapping condition	3	0
Non special education students	3273	97
GIFTED/TALENTED PROGRAM	1	0

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: FEBRUARY 1986
DATE OF TESTING: JANUARY 1986
GRADE: 11-EXIT LEVEL

85.59

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	91	78	25
	2.ROUNDING OF NUMBERS	70	60	46
	3.EQUIVALENCIES	60	52	56
	4.EXPONENTIAL/STANDARD NOTATION	92	79	24
	5.FRACTIONS, MIXED NUMBERS (+,-,X)	59	51	57
	6.DECIMALS (+,-,X,+)	93	80	23
	7.INTEGERS (+)	94	81	22
	8.MULTIPLE OPERATIONS (+,-,X,+)	61	53	55
	9.FORMULAS	60	52	56
	10.PROPORTION	74	64	42
	11.PERCENT	67	58	49
	12.MEASUREMENT UNITS	61	53	55
	13.AVERAGES	82	71	34
	14.PROBABILITY	82	71	34
	15.CHARTS, GRAPHS	107	92	9
	16.GEOMETRIC FORMULAS	64	55	52
	17.GEOMETRIC PROPERTIES	60	52	56
	18.EQUATIONS	69	59	47
	STUDENTS TESTED: 116 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 700	97	84	19
LANGUAGE ARTS	1.MAIN IDEA	65	66	34
	2.CONTEXT CLUES	88	89	11
	3.WORD STRUCTURE	90	91	9
	4.SPECIFIC DETAILS	86	87	13
	5.SEQUENCING OF EVENTS	88	89	11
	6.DRAWING CONCLUSIONS	64	65	35
	7.REFERENCE SOURCE IDENTIFICATION	92	93	7
	8.REFERENCE SOURCE USAGE	89	90	10
	9.FACT, OPINION	65	66	34
	10.LITERARY ANALYSIS	83	84	16
	11.CAPITALIZATION	63	64	36
	12.PUNCTUATION	52	53	47
	13.SPELLING	68	69	31
	14.CORRECT ENGLISH USAGE	49	49	50
	15.SENTENCE STRUCTURE	51	52	48
	16.SENTENCE COMBINING	94	95	5
	17.ORGANIZATION SKILLS	73	74	26
	18.PROOFREADING	47	47	52
	STUDENTS TESTED: 99 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 734	84	85	15

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	136	
Number Not Tested	0	
The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER	PERCENT
	136	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	2	1
Black	27	20
Hispanic	29	21
White	78	57
FREE/REDUCED PRICE MEAL PROGRAM	14	10
CHAPTER I REGULAR PROGRAM	0	0
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	0	0
Remedial Reading Program	0	0
Remedial Writing Program	0	0
Eligible but does not participate	0	0
Neither eligible nor participating	136	100
LIMITED ENGLISH PROFICIENCY	3	2
BILINGUAL / ESL PROGRAMS		
Bilingual Program	0	0
English as a Second Language Program	3	2
SPECIAL EDUCATION		
Learning Disability	6	4
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other handicapping condition	0	0
Non special education students	130	96
GIFTED/TALENTED PROGRAM	0	0

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1986
DATE OF TESTING: MAY 1986
GRADE: 11-EXIT LEVEL

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	220	65	119
	2.ROUNDING OF NUMBERS	179	53	160
	3.EQUIVALENCIES	147	43	192
	4.EXPONENTIAL/STANDARD NOTATION	268	79	71
	5.FRACTIONS, MIXED NUMBERS (+,-,X)	143	42	196
	6.DECIMALS (+,-,X,+)	276	81	63
	7.INTEGERS (+)	197	58	142
	8.MULTIPLE OPERATIONS (+,-,X,+)	118	35	221
	9.FORMULAS	108	32	231
	10.PROPORTION	151	45	188
	11.PERCENT	186	55	153
	12.MEASUREMENT UNITS	90	27	249
	13.AVERAGES	212	63	127
	14.PROBABILITY	216	64	123
	15.CHARTS, GRAPHS	305	90	34
	16.GEOMETRIC FORMULAS	168	50	171
	17.GEOMETRIC PROPERTIES	96	28	243
	18.EQUATIONS	141	42	198
	STUDENTS TESTED: 339 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 663	255	75	84
LANGUAGE ARTS	1.MAIN IDEA	138	44	179
	2.CONTEXT CLUES	283	89	34
	3.WORD STRUCTURE	258	81	59
	4.SPECIFIC DETAILS	289	91	28
	5.SEQUENCING OF EVENTS	256	81	61
	6.DRAWING CONCLUSIONS	176	56	141
	7.REFERENCE SOURCE IDENTIFICATION	291	92	26
	8.REFERENCE SOURCE USAGE	275	87	42
	9.FACT, OPINION	164	52	153
	10.LITERARY ANALYSIS	265	84	52
	11.CAPITALIZATION	230	73	87
	12.PUNCTUATION	76	24	241
	13.SPELLING	173	55	144
	14.CORRECT ENGLISH USAGE	186	59	131
	15.SENTENCE STRUCTURE	135	43	182
	16.SENTENCE COMBINING	262	83	55
	17.ORGANIZATION SKILLS	201	63	116
	18.PROOFREADING	117	37	200
	STUDENTS TESTED: 317 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 706	245	77	72

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	6013	
Number Not Tested	5556	
The following data are based on NUMBER OF STUDENTS TESTED.	NUMBER	PERCENT
	457	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	20	4
Black	113	25
Hispanic	117	26
White	206	45
FREE/REDUCED PRICE MEAL PROGRAM	76	17
CHAPTER I REGULAR PROGRAM	0	0
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	2	0
Remedial Reading Program	0	0
Remedial Writing Program	0	0
Eligible but does not participate	2	0
Neither eligible nor participating	453	99
LIMITED ENGLISH PROFICIENCY	25	5
BILINGUAL / ESL PROGRAMS		
Bilingual Program	1	0
English as a Second Language Program	20	4
SPECIAL EDUCATION		
Learning Disability	25	5
Emotionally Disturbed	0	0
Speech Handicapped	1	0
Visually Handicapped	0	0
Other handicapping condition	0	0
Non special education students	431	94
GIFTED/TALENTED PROGRAM	1	0
PASS/FAIL SUMMARY		
PASSED BOTH TESTS	136	30
FAILED ONE TEST ONLY	102	22
FAILED BOTH TESTS	27	6

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)

1985-1986

Percentage of Students Demonstrating Mastery and Ranking, by School

Page

Grade 1.....28

Grade 3.....29

Grade 5.....30

Grade 7.....31

Grade 9.....32

Grade 11.....33

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 1
1986

SCHOOL	MATHEMATICS % MAST.	MATHEMATICS DIFFERENCE AISD	MATHEMATICS DIFFERENCE TX.	READING % MAST.	READING DIFFERENCE AISD	READING DIFFERENCE TX.	WRITING % MAST.	WRITING DIFFERENCE AISD	WRITING DIFFERENCE TX.
1. ALLAN	80	-2	-3	68	-5	-5	81	1	1
2. ALLISON	81	-1	-2	67	-6	-6	71	-9	-9
3. ANDREWS	65	-17	-18	56	-17	-17	60	-20	-20
4. BARTON HILLS	84	2	1	73	0	0	80	0	0
5. BECKER	87	5	4	67	-6	-6	91	11	11
6. BRENTWOOD	85	3	2	80	7	7	84	4	4
7. BROWN	66	-16	-17	55	-18	-18	64	-16	-16
8. BRYKER WOODS	82	0	-1	76	3	3	85	5	5
9. CASIS	83	1	0	63	-10	-10	78	-2	-2
10. DAWSON	80	-2	-3	54	-19	-19	66	-14	-14
11. DOSS	88	6	5	88	15	15	91	11	11
12. GOVALLE	72	-10	-11	57	-16	-16	69	-11	-11
13. HARRIS	71	-11	-12	64	-9	-9	80	0	0
14. HIGHLAND PARK	91	9	8	79	6	6	82	2	2
15. HILL	95	13	12	98	25	25	96	16	16
16. HOUSTON	75	-7	-8	67	-6	-6	74	-6	-6
17. JOSLIN	88	6	5	84	11	11	91	11	11
18. LANGFORD	88	6	5	74	1	1	77	-3	-3
19. LEE	95	13	12	93	20	20	95	15	15
20. LINDER	68	-14	-15	69	-4	-4	77	-3	-3
21. MAPLEWOOD	62	-20	-21	59	-14	-14	56	-24	-24
22. MATHEWS	92	10	9	95	22	22	90	10	10
23. MENCHACA	83	1	0	84	11	11	86	6	6
24. METZ	82	0	-1	70	-3	-3	78	-2	-2
25. NORMAN	86	4	3	79	6	6	86	6	6
26. OAK HILL	90	8	7	83	10	10	92	12	12
27. OAK SPRINGS	74	-8	-9	59	-14	-14	76	-4	-4
28. ODOM	89	7	6	77	4	4	90	10	10
29. PATTON	96	14	13	93	20	20	93	13	13
30. PEASE	86	4	3	86	13	13	89	9	9
31. PECAN SPRINGS	90	8	7	88	15	15	91	11	11
32. PILLOW	91	9	8	84	11	11	92	12	12
33. PLEASANT HILL	94	12	11	88	15	15	92	12	12
34. REILLY	94	12	11	85	12	12	91	11	11
35. RIDGETOP	88	6	5	78	5	5	87	7	7
36. ST. ELMO	82	0	-1	77	4	4	87	7	7
37. SANCHEZ	84	2	1	82	9	9	83	3	3
38. SIMS	74	-8	-9	62	-11	-11	72	-8	-8
39. SUMMITT	89	7	6	88	15	15	94	14	14
40. SUNSET VALLEY	81	-1	-2	63	-10	-10	70	-10	-10
41. TRAVIS HEIGHTS	88	6	5	75	2	2	79	-1	-1
42. WILLIAMS	82	0	-1	80	7	7	86	6	6
43. WINN	76	-6	-7	56	-17	-17	69	-11	-11
44. WOOTEN	79	-3	-4	76	3	3	79	-1	-1
45. ZILKER	83	1	0	64	-9	-9	64	-16	-16
A I S D	82		-1	73		0	80		0
T E X A S	83			73			80		

NOTE: RANKINGS ARE NOT PROVIDED IN THIS TABLE BECAUSE THERE ARE NO PREVIOUS RANKINGS FOR COMPARISONS AT THIS GRADE.

8559

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 3

SCHOOL	MATHEMATICS 1985* RANK	% MAST.	DIFFERENCE AISD	TX.	MATHEMATICS 1986** RANK	% MAST.	DIFFERENCE AISD	TX.	READING 1985* RANK	% MAST.	DIFFERENCE AISD	TX.	READING 1986** RANK	% MAST.	DIFFERENCE AISD	TX.	WRITING 1985*** RANK	% MAST.	DIFFERENCE AISD	TX.	WRITING 1986** RANK	% MAST.	DIFFERENCE AISD	TX.
1. ALLAN	37	79	-4	-7	36	66	-11	-14	29	83	-2	-3	34	65	-8	-9	27	68	-2	0	31	55	-6	-5
2. ALLISON	22	84	1	-2	25	75	-2	-5	38	81	-4	-5	38	60	-13	-14	10	81	11	13	37	51	-10	-9
3. ANDREWS	24	83	0	-3	39	64	-13	-16	11	89	4	3	29	68	-5	-6	38	57	-13	-11	25	59	-2	-1
4. BARTON HILLS	18	85	2	-1	13	86	9	6	5	91	6	5	13	79	6	5	3	90	20	22	31	55	-6	-5
5. BECKER	18	85	2	-1	40	62	-15	-18	25	84	-1	-2	38	60	-13	-14	27	68	-2	0	36	52	-9	-8
6. BRENTWOOD	14	86	3	0	16	83	6	3	15	88	3	2	13	79	6	5	32	66	-4	-2	4	81	20	21
7. BROWN	41	78	-5	-8	40	62	-15	-18	33	82	-3	-4	40	59	-14	-15	32	66	-4	-2	39	47	-14	-13
8. BRYKER WOODS	18	85	2	-1	35	68	-9	-12	19	86	1	0	33	66	-7	-8	15	77	7	9	27	57	-4	-3
9. CASIS	30	81	-2	-5	31	70	-7	-10	44	78	-7	-8	31	67	-6	-7	22	72	2	4	29	56	-5	-4
10. DAWSON	24	83	0	-3	30	71	-6	-9	38	81	-4	-5	36	62	-11	-12	35	62	-8	-6	42	45	-16	-15
11. DOSS	2	94	11	8	3	95	18	15	3	94	9	8	2	95	22	21	8	82	12	14	3	82	21	22
12. GOVALLE	37	79	-4	-7	28	73	-4	-7	33	82	-3	-4	37	61	-12	-13	15	77	7	9	42	45	-16	-15
13. HARRIS	24	83	0	-3	43	58	-19	-22	33	82	-3	-4	45	54	-19	-20	37	58	-12	-10	45	36	-25	-24
14. HIGHLAND PARK	8	88	5	2	11	87	10	7	17	87	2	1	21	76	3	2	5	89	19	21	5	80	19	20
15. HILL	1	96	13	10	1	100	23	20	1	96	11	10	1	100	27	26	2	92	22	24	1	96	35	36
16. HOUSTON	30	81	-2	-5	17	82	5	2	21	85	0	-1	21	76	3	2	36	60	-10	-8	13	70	9	10
17. JOSLIN	28	82	-1	-4	21	79	2	-1	29	83	-2	-3	25	74	1	0	8	82	12	14	14	68	7	8
18. LANGFORD	41	78	-5	-8	21	79	2	-1	21	85	0	-1	26	72	-1	-2	21	73	3	5	20	62	1	2
19. LEE	2	94	11	8	3	95	18	15	1	96	11	10	5	90	17	16	1	100	30	32	10	76	15	16
20. LINDER	41	78	-5	-8	31	70	-7	-10	19	86	1	0	31	67	-6	-7	20	75	5	7	17	64	3	4
21. MAPLEWOOD	5	90	7	4	20	80	3	0	9	90	5	4	12	80	7	6	19	76	6	8	26	58	-3	-2
22. MATHEWS	4	93	10	7	2	98	21	18	8	91	6	5	4	92	19	18	3	90	20	22	2	89	28	29
23. MENCHACA	14	86	3	0	9	88	11	8	5	91	6	5	8	86	13	12	15	77	7	9	8	77	16	17
24. METZ	37	79	-4	-7	34	69	-8	-11	41	80	-5	-6	44	56	-17	-18	30	67	-3	-1	38	49	-12	-11
25. NORMAN	37	79	-4	-7	38	65	-12	-15	38	81	-4	-5	21	76	3	2	13	79	9	11	23	60	-1	0
26. OAK HILL	10	87	4	1	8	90	13	10	9	90	5	4	9	83	10	9	10	81	11	13	11	74	13	14
27. OAK SPRINGS	34	80	-3	-6	43	58	-19	-22	29	83	-2	-3	42	58	-15	-16	45	39	-31	-29	44	41	-20	-19
28. ODOM	18	85	2	-1	13	86	9	6	25	84	-1	-2	13	79	6	5	30	67	-3	-1	21	61	0	1
29. PATTON	8	88	5	2	6	92	15	12	5	91	6	5	3	94	21	20	15	77	7	9	6	79	18	19
30. PEASE	10	87	4	1	17	82	5	2	21	85	0	-1	13	79	6	5	42	42	-28	-26	17	64	3	4
31. PECAN SPRINGS	28	82	-1	-4	31	70	-7	-10	15	88	3	2	18	78	5	4	25	70	0	2	29	56	-5	-4
32. PILLOW	14	86	3	0	36	66	-11	-14	11	89	4	3	19	77	4	3	14	78	8	10	14	68	7	8
33. PLEASANT HILL	10	87	4	1	23	77	0	-3	17	87	2	1	11	81	8	7	42	42	-28	-26	27	57	-4	-3
34. REILLY	22	84	1	-2	26	74	-3	-6	29	83	-2	-3	26	72	-1	-2	12	80	10	12	23	60	-1	0
35. RIDGETOP	14	86	3	0	29	72	-5	-8	41	80	-5	-6	43	57	-16	-17	27	68	-2	0	21	61	0	1
36. ST ELMO	5	90	7	4	6	92	15	12	11	89	4	3	7	88	15	14	7	84	14	16	8	77	16	17
37. SANCHEZ	10	87	4	1	15	84	7	4	21	85	0	-1	19	77	4	3	22	72	2	4	7	78	17	18
38. SIMS	45	75	-8	-11	40	62	-15	-18	44	78	-7	-8	34	65	-8	-9	44	40	-30	-28	40	46	-15	-14
39. SUMMITT	8	88	5	2	9	88	11	8	4	92	7	6	10	82	9	8	6	88	18	20	16	67	6	7
40. SUNSET VALLEY	34	80	-3	-6	26	74	-3	-6	33	82	-3	-4	29	68	-5	-6	24	71	1	3	33	54	-7	-6
41. TRAVIS HEIGHTS	30	81	-2	-5	24	76	-1	-4	25	84	-1	-2	24	75	2	1	25	70	0	2	35	53	-8	-7
42. WILLIAMS	24	83	0	-3	5	93	16	13	11	89	4	3	5	90	17	16	41	53	-17	-15	11	74	13	14
43. WINN	34	80	-3	-6	43	58	-19	-22	33	82	-3	-4	40	59	-14	-15	40	54	-16	-14	40	46	-15	-14
44. WOOTEN	30	81	-2	-5	19	81	4	1	25	84	-1	-2	28	71	-2	-3	39	56	-14	-12	33	54	-7	-6
45. ZILKER	44	77	-6	-9	11	87	10	7	43	79	-6	-7	13	79	6	5	34	64	-6	-4	19	63	2	3
A I S D		83		-3		77		-3		85		-1		73		-1		70		2		61		1
T E X A S		86				80				86				74				68				60		

* PERCENT MASTERY IS THE AVERAGE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE.
** PERCENT MASTERY IS THE PERCENT OF STUDENTS MASTERING THE TEST.
*** PERCENT MASTERY IS THE PERCENT OF STUDENTS MASTERING THE WRITING SAMPLE.

1985 = TABS
1986 = TEAMS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 5

SCHOOL	MATHEMATICS								READING								WRITING							
	1985*		% DIFFERENCE		1986**		% DIFFERENCE		1985*		% DIFFERENCE		1986**		% DIFFERENCE		1985***		% DIFFERENCE		1986**		% DIFFERENCE	
	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.
1. BARRINGTON	27	71	-5	-10	27	70	-5	-10	36	68	-9	-10	33	73	-9	-10	11	83	6	10	33	45	-16	-19
2. BECKER	12	79	3	-2	31	66	-9	-14	31	72	-5	-6	23	80	-2	-3	20	77	0	4	35	44	-17	-20
3. BLACKSHEAR	23	74	-2	-7	33	62	-13	-18	21	75	-2	-3	30	76	-6	-7	33	69	-8	-4	29	50	-11	-14
4. BLANTON	38	66	-10	-15	24	72	-3	-8	36	68	-9	-10	27	78	-4	-5	24	74	-3	1	8	69	8	5
5. BRENTWOOD	20	76	0	-5	22	73	-2	-7	15	77	0	-1	14	85	3	2	30	70	-7	-3	10	68	7	4
6. BROOKE	27	71	-5	-10	39	51	-24	-29	31	72	-5	-6	38	65	-17	-18	14	80	3	7	33	45	-16	-19
7. BROWN	23	74	-2	-7	30	67	-8	-13	20	76	-1	-2	32	74	-8	-9	24	74	-3	1	32	46	-15	-18
8. CAMPBELL	33	70	-6	-11	38	54	-21	-26	25	74	-3	-4	35	71	-11	-12	8	86	9	13	31	49	-12	-15
9. COOK	27	71	-5	-10	31	66	-9	-14	25	74	-3	-4	36	69	-13	-14	38	63	-14	-10	35	44	-17	-20
10. CUNNINGHAM	4	86	10	5	13	83	8	3	10	83	6	5	9	89	7	6	4	88	11	15	3	75	14	11
11. DAWSON	27	71	-5	-10	36	55	-20	-25	21	75	-2	-3	39	60	-22	-23	29	71	-6	-2	38	40	-21	-24
12. DOSS	1	89	13	8	1	97	22	17	1	89	12	11	1	99	17	16	10	84	7	11	1	80	19	16
13. GRAHAM	37	68	-8	-13	28	69	-6	-11	28	73	-4	-5	30	76	-6	-7	20	77	0	4	26	54	-7	-10
14. GULLETT	10	81	5	0	16	77	2	-3	9	84	7	6	17	84	2	1	16	79	2	6	6	71	10	7
15. HOUSTON	14	78	2	-3	14	81	6	1	28	73	-4	-5	12	88	6	5	30	70	-7	-3	10	68	7	4
16. JOSLIN	25	73	-3	-8	25	71	-4	-9	14	78	1	0	25	79	-3	-4	28	72	-5	-1	19	60	-1	-4
17. LANGFORD	22	75	-1	-6	11	85	10	5	12	81	4	3	4	93	11	10	20	77	0	4	26	54	-7	-10
18. LEE	14	78	2	-3	2	93	18	13	25	74	-3	-4	4	93	11	10	35	66	-11	-7	4	74	13	10
19. LINDER	3	87	11	6	20	74	-1	-6	3	86	9	8	29	77	-5	-6	2	93	16	20	22	58	-3	-6
20. MAPLEWOOD	26	72	-4	-9	17	76	1	-4	31	72	-5	-6	19	83	1	0	34	67	-10	-6	14	73	12	9
21. MATHEWS	20	76	0	-5	6	87	12	7	3	86	9	8	14	85	3	2	26	73	-4	0	2	82	21	18
22. MENCHACA	18	77	1	-4	12	84	9	4	10	83	6	5	4	93	11	10	6	87	10	14	28	60	-1	-4
23. OAK HILL	9	82	6	1	8	86	11	6	3	86	9	8	2	94	12	11	11	83	6	10	19	64	3	0
24. ODOM	14	78	2	-3	17	76	1	-4	15	77	0	-1	22	82	0	-1	39	58	-19	-15	30	59	-2	-5
25. ORTEGA	27	71	-5	-10	29	68	-7	-12	21	75	-2	-3	25	79	-3	-4	35	66	-11	-7	21	64	3	0
26. PATTON	6	84	8	3	5	88	13	8	2	87	10	9	9	89	7	6	4	88	11	15	4	83	22	19
27. PEASE	8	83	7	2	4	89	14	9	3	86	9	8	2	94	12	11	1	95	18	22	17	67	6	3
28. PLEASANT HILL	2	88	12	7	3	91	16	11	3	86	9	8	7	92	10	9	14	80	3	7	14	71	10	7
29. READ	12	79	3	-2	22	73	-2	-7	15	77	0	-1	19	83	1	0	26	73	-4	0	22	58	-3	-6
30. REILLY	14	78	2	-3	20	74	-1	-6	15	77	0	-1	23	80	-2	-3	30	70	-7	-3	8	69	8	5
31. RIDGETOP	39	60	-16	-21	35	57	-18	-23	36	68	-9	-10	19	83	1	0	37	65	-12	-8	38	40	-21	-24
32. ST. ELMO	5	85	9	4	6	87	12	7	12	81	4	3	9	89	7	6	9	85	8	12	25	57	-4	-7
33. TRAVIS HEIGHTS	27	71	-5	-10	10	86	11	6	28	73	-4	-5	17	84	2	1	16	79	2	6	10	68	7	4
34. WALNUT CREEK	18	77	1	-4	25	71	-4	-9	35	70	-7	-8	34	72	-10	-11	23	76	-1	3	22	58	-3	-6
35. WEBB	11	80	4	-1	15	79	4	-1	15	77	0	-1	13	87	5	4	19	78	1	5	13	67	6	3
36. WILLIAMS	6	84	8	3	8	86	11	6	3	86	9	8	8	91	9	8	6	87	10	14	6	71	10	7
37. WOOLDRIDGE	33	70	-6	-11	33	62	-13	-18	34	71	-6	-7	27	78	-4	-5	16	79	2	6	18	62	1	-2
38. ZAVALA	36	69	-7	-12	36	55	-20	-25	39	67	-10	-11	37	68	-14	-15	13	81	4	8	37	43	-18	-21
39. ZILKER	33	70	-6	-11	19	75	0	-5	21	75	-2	-3	14	85	3	2	3	89	12	16	14	66	5	2
A I S D		76		-5		75		-5		77		-1		82		-1		77		4		61		-3
T E X A S		81				80				78				83				73				64		

* PERCENT MASTERY IS THE AVERAGE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE.
** PERCENT MASTERY IS THE PERCENT OF STUDENTS MASTERING THE TEST.
*** PERCENT MASTERY IS THE PERCENT OF STUDENTS MASTERING THE WRITING SAMPLE

1985 = TABS
1986 = TEAMS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 7
1986

SCHOOL	MATHEMATICS % MAST.	MATHEMATICS DIFFERENCE AISD	MATHEMATICS DIFFERENCE TX.	READING % MAST.	READING DIFFERENCE AISD	READING DIFFERENCE TX.	WRITING % MAST.	WRITING DIFFERENCE AISD	WRITING DIFFERENCE TX.
1. BEDICHEK	81	7	0	84	7	6	72	8	6
2. BURNET	77	3	-4	77	0	-1	67	3	1
3. DOBIE	66	-8	-15	74	-3	-4	57	-7	-9
4. FULMORE	72	-2	-9	74	-3	-4	59	-5	-7
5. LAMAR	71	-3	-10	76	-1	-2	62	-2	-4
6. MARTIN	77	3	-4	81	4	3	71	7	5
7. MURCHISON	69	-5	-12	66	-11	-12	62	-2	-4
8. O. HENRY	71	-3	-10	77	0	-1	64	0	-2
9. PEARCE	64	-10	-17	71	-6	-7	54	-10	-12
10. PORTER	83	9	2	79	2	1	70	6	4
AUSTIN	74		-7	77		-1	64		-2
TEXAS	81			78			66		

NOTE: RANKINGS ARE NOT PROVIDED IN THIS TABLE BECAUSE THERE ARE NO PREVIOUS RANKINGS FOR COMPARISONS AT THIS GRADE.

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 9

SCHOOL	MATHEMATICS 1985 RANK	% MAST.	DIFFERENCE AISD	DIFFERENCE TX.	MATHEMATICS 1986 RANK	% MAST.	DIFFERENCE AISD	DIFFERENCE TX.	READING 1985 RANK	% MAST.	DIFFERENCE AISD	DIFFERENCE TX.	READING 1986 RANK	% MAST.	DIFFERENCE AISD	DIFFERENCE TX.	WRITING 1985 RANK	% MAST.	DIFFERENCE AISD	DIFFERENCE TX.	WRITING 1986 RANK	% MAST.	DIFFERENCE AISD	DIFFERENCE TX.
1. ANDERSON	6	79	-1	-5	5	79	2	-2	4	80	2	2	5	81	2	1	5	62	2	-3	5	60	1	-3
2. AUSTIN	1	89	9	5	1	85	8	4	1	88	10	10	1	88	9	8	2	67	7	2	1	74	15	11
3. CROCKETT	4	82	2	-2	4	81	4	0	2	83	5	5	5	81	2	1	3	65	5	0	6	59	0	-4
4. L.B.J.	9	71	-9	-13	10	70	-7	-11	10	70	-8	-8	9	72	-7	-8	8	50	-10	-15	7	56	-3	-7
5. JOHNSTON	7	77	-3	-7	2	82	5	1	8	72	-6	-6	4	82	3	2	8	50	-10	-15	3	62	3	-1
6. LANIER	3	84	4	0	6	75	-2	-6	3	82	4	4	7	78	-1	-2	3	65	5	0	9	46	-13	-17
7. MCCALLUM	2	86	6	2	2	82	5	1	5	77	-1	-1	2	84	5	4	1	68	8	3	2	65	6	2
8. REAGAN	8	76	-4	-8	8	72	-5	-9	7	74	-4	-4	9	72	-7	-8	7	54	-6	-11	8	54	-5	-9
9. ROBBINS	10	67	-13	-17	6	75	-2	-6	8	72	-6	-6	3	83	4	3	10	36	-24	-29	10	37	-22	-26
10. TRAVIS	5	81	1	-3	8	72	-5	-9	5	77	-1	-1	8	75	-4	-5	6	56	-4	-9	3	62	3	-1
AUSTIN		80		-4		77		-4		78		0		79		-1		60		-5		59		-4
TEXAS		84				81				78				80				65				63		

1985 = TABS
1986 = TEAMS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 11

SCHOOL	OCTOBER, 1985 MATHEMATICS % MAST.	DIFFERENCE AISD	DIFFERENCE TX.	OCTOBER, 1985 LANGUAGE ARTS % MAST.	DIFFERENCE AISD	DIFFERENCE TX.	JANUARY, 1986 MATHEMATICS % MAST.	DIFFERENCE AISD	DIFFERENCE TX.	JANUARY, 1986 LANGUAGE ARTS % MAST.	DIFFERENCE AISD	DIFFERENCE TX.	MAY, 1986 MATHEMATICS % MAST.	DIFFERENCE AISD	DIFFERENCE TX.	MAY, 1986 LANGUAGE ARTS % MAST.	DIFFERENCE AISD	DIFFERENCE TX.
1. ANDERSON	93	1	5	94	0	3	100	16	24	100	15	20	94	19	37	88	11	28
2. AUSTIN	96	4	8	97	3	6	100	16	24	100	15	20	89	14	32	89	12	29
3. CROCKETT	94	2	6	96	2	5	83	-1	7	84	-1	4	77	2	20	70	-7	10
4. L.B.J.	83	-9	-5	88	-6	-3	62	-22	-14	73	-12	-7	42	-33	-15	53	-24	-7
5. JOHNSTON	92	0	4	93	-1	2	100	16	24	100	15	20	88	13	31	93	16	33
6. LANIER	93	1	5	92	-2	1	100	16	24	100	15	20	71	-4	14	67	-10	7
7. MCCALLUM	95	3	7	96	2	5	92	8	16	91	6	11	78	3	21	86	9	26
8. REAGAN	88	-4	0	94	0	3	71	-13	-5	100	15	20	74	-1	17	84	7	24
9. ROBBINS	63	-29	-25	100	6	9	--	--	--	--	--	--	--	--	--	--	--	--
10. TRAVIS	91	-1	3	90	-4	-1	60	-16	-8	62	-23	-18	67	-8	10	61	-16	1
AUSTIN	92		4	94		3	84		8	85		5	75		18	77		17
TEXAS	88			91			76			80			57			60		

NOTE: RANKINGS ARE NOT PROVIDED IN THIS TABLE BECAUSE THERE ARE NO PREVIOUS RANKINGS FOR COMPARISONS AT THIS GRADE.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)

1985-1986

Comparison of AISD with Texas and the Big 8 Urban Districts in Percentage of Students Demonstrating Mastery

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85.59

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 1

	AUSTIN	BIG 8	AUSTIN COMPARED W/BIG 8	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. SEQUENCING OF NUMBER	94			94	0
2. PLACE VALUE	80			83	-3
3. NUMBER COMPARISON	88			90	-2
4. ADDITION	91			90	1
5. SUBTRACTION	89			86	3
6. WORD PROBLEMS (+,-)	88			88	0
7. MEASUREMENT, TIME	96			96	0
8. GEOMETRIC SHAPES	86			86	0
TOTAL MATHEMATICS	82	81	1	83	-1
SCALED SCORE	815			819	-4
PERCENTILE RANK	69	67	2	70	-1
READING					
1. MAIN IDEA	61			60	1
2. SIGHT RECOGNITION	87			86	1
3. COMPOUND WORDS	92			93	-1
4. CONTEXT CLUES	65			62	3
5. WORD STRUCTURE	80			79	1
6. PHONICS	78			77	1
7. SPECIFIC DETAILS	78			77	1
8. SEQUENCING EVENTS	69			69	0
9. PREDICTING OUTCOMES	62			62	0
TOTAL READING	73	69	4	73	0
SCALED SCORE	782			774	8
PERCENTILE RANK	65	57	8	62	3
WRITING					
1. CAPITALIZATION	83			81	2
2. PUNCTUATION	65			65	0
3. SPELLING	91			89	2
4. SUBJ-VERB AGREEMENT	55			54	1
TOTAL WRITING	80	77	3	80	0
SCALED SCORE	807			798	9
PERCENTILE RANK	69	62	7	66	3
PASSED ALL	65	60	5	65	0
STUDENTS TESTED	4652			229826	

Note: Big 8 percentages not yet available by objective.

85.59

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 3

	AUSTIN	BIG 8	AUSTIN COMPARED W/BIG8	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. ORDER WHOLE NUMBERS	83	78	5	84	-1
2. PLACE VALUE	90	86	4	90	0
3. NUMBER PATTERNS	74	75	-1	79	-5
4. EXPANDED NOTATION	85	84	1	88	-3
5. FRACTIONAL PARTS	95	89	6	93	2
6. ADDITION	89	89	0	92	-3
7. SUBTRACTION	78	75	3	82	-4
8. WORD PROBLEMS (+)	92	91	1	92	0
9. WORD PROBLEMS (-)	85	83	2	87	-2
10. MEASUREMENT UNITS	66	60	6	70	-4
11. PICTORIAL MODELS	83	75	8	80	3
TOTAL MATHEMATICS	77	72	5	80	-3
SCALED SCORE	784			793	-9
PERCENTILE RANK	58			62	-4
READING					
1. MAIN IDEA	80	73	7	79	1
2. SIGHT WORDS	84	77	7	82	2
3. CONTEXT CLUES	78	68	10	75	3
4. WORD STRUCTURE	57	46	11	58	-1
5. PHONICS	69	64	5	71	-2
6. SPECIFIC IDEAS	85	83	2	87	-2
7. SEQUENCING OF EVENTS	82	79	3	85	-3
8. PREDICTING OUTCOMES	76	71	5	77	-1
9. TABLE OF CONTENTS	94	93	1	96	-2
TOTAL READING	73	65	8	74	-1
SCALED SCORE	774			772	2
PERCENTILE RANK	48			47	1
WRITING					
1. CAPITALIZATION	95	95	0	97	-2
2. PUNCTUATION	72	68	4	74	-2
3. SPELLING	93	91	2	93	0
4. CORRECT ENGLISH USAG	91	88	3	91	0
5. SENTENCE STRUCTURE	85	82	3	87	-2
6. PROOFREADING	92	90	2	93	-1
MULTIPLE CHOICE	72	66	6	73	-1
7. COMPOSITION (2,3,4)	76	66	10	72	4
TOTAL WRITING	61	52	9	60	1
SCALED SCORE	730			724	6
PERCENTILE RANK	58			61	-3
PASSED ALL	51	41	10	50	1
STUDENTS TESTED	4413			236592	

85.59

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 5

	AUSTIN	BIG 8	AUSTIN COMPARED W/BIG 8	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. PLACE VALUE	84	82	2	84	0
2. EQUIVALENT FRACTIONS	69	66	3	70	-1
3. DECIMALS (+,-)	86	85	1	88	-2
4. MULTIPLICATION	81	81	0	86	-5
5. DIVISION	56	59	-3	65	-9
6. WORD PROBLEMS (+,-)	59	56	3	62	-3
7. WORD PROBLEMS (x,÷)	67	65	2	70	-3
8. WORD PROBLEMS (DECIMAL)	79	78	1	83	-4
9. MEASUREMENT UNITS	60	35	25	63	-3
10. GRAPHS	62	60	2	65	-3
11. PER. OR AREA OF POLYG.	80	80	0	83	-3
TOTAL MATHEMATICS	75	74	1	80	-5
SCALED SCORE	769			783	-14
PERCENTILE RANK	55			62	-7
READING					
1. MAIN IDEA	68	60	8	67	1
2. CONTEXT CLUES	81	72	9	78	3
3. SPECIFIC DETAILS	78	72	6	78	0
4. SEQUENCING OF EVENTS	62	55	7	62	0
5. DRAWING CONCLUSIONS	67	57	10	65	2
6. FACT, OPINION	73	70	3	78	-5
7. CAUSE-AND-EFFECT	73	68	5	73	0
8. PARTS OF A BOOK	82	82	0	86	-4
9. GRAPHIC SOURCES	84	80	4	84	0
TOTAL READING	82	77	5	83	-1
SCALED SCORE	790			790	0
PERCENTILE RANK	53			53	0
WRITING					
1. CAPITALIZATION	87	86	1	89	-2
2. PUNCTUATION	82	79	3	82	0
3. SPELLING	94	92	2	93	1
4. CORRECT ENGLISH USAGE	86	82	4	86	0
5. SENTENCE STRUCTURE	86	84	2	87	-1
6. PROOFREADING	76	75	1	78	-2
MULTIPLE CHOICE	76	74	2	78	-2
7. COMPOSITION (2,3,4)	74	71	3	77	-3
TOTAL WRITING	61	57	4	64	-3
SCALED SCORE	731			739	-8
PERCENTILE RANK	60			63	
PASSED ALL	52	47	5	55	-3
STUDENTS TESTED	4159			225601	

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 7

	AUSTIN	JUEC	AUSTIN COMPARED W/ JUEC	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. EQUIVALENCIES	64	68	-4	74	-10
2. FRACTIONS (+,-)	64	65	-1	71	-7
3. DECIMALS (+,-,x)	54	53	1	64	-10
4. WD PROB (+,-,x,÷)	67	63	4	69	-2
5. DEC WD PROB (+,-,x)	62	57	5	65	-3
6. MEASUREMENT UNITS	63	62	1	67	-4
7. GEOMETRIC TERMS & FIG.	48	53	-5	58	-10
8. PERIMETER OF POLYGONS	80	81	-1	85	-5
9. CHARTS, GRAPHS	79	77	2	83	-4
10. PROBABILITY	66	63	3	68	-2
11. EQUATIONS	72	75	-3	78	-6
TOTAL MATHEMATICS	74	75	-1	81	-7
SCALED SCORE	767			787	-20
PERCENTILE RANK	45			54	-9
READING					
1. MAIN IDEA	57	48	9	57	0
2. CONTEXT CLUES	94	90	4	93	1
3. SPECIFIC DETAILS	74	69	5	76	-2
4. SEQUENCING OF EVENTS	58	48	10	56	2
5. DRAWING CONCLUSIONS	57	48	9	57	0
6. FACT, OPINION	48	43	5	50	-2
7. CAUSE-AND-EFFECT	69	61	8	69	0
8. REFERENCE SOURCES	91	87	4	91	0
9. GRAPHIC SOURCES	91	89	2	92	-1
10. PARTS OF A BOOK	84	79	5	84	0
TOTAL READING	77	70	7	78	-1
SCALED SCORE	772			772	0
PERCENTILE RANK	45			45	0
WRITING					
1. CAPITALIZATION	85	83	2	87	-2
2. PUNCTUATION	72	67	5	72	0
3. SPELLING	82	75	7	77	5
4. CORRECT ENGLISH USAGE	72	64	8	72	0
5. SENTENCE STRUCTURE	60	56	4	63	-3
6. PROOFREADING	82	78	4	82	0
MULTIPLE CHOICE	78	72	6	79	-1
7. COMPOSITION (2,3,4)	75	71	4	77	-2
TOTAL WRITING	64	58	6	66	-2
SCALED SCORE	738			739	-1
PERCENTILE RANK	54			54	0
PASSED ALL	52	46	6	56	-4
STUDENTS TESTED	4164			235890	

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 9

	AUSTIN	BIG 8	AUSTIN COMPARED W/BIG 8	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. EQUIVALENCIES	65	60	5	67	-2
2. FRACTIONS (+, -)	78	72	6	77	1
3. DECIMALS (x, ÷)	90	89	1	92	-2
4. WORD PROB (+,-,x,÷)	77	72	5	78	-1
5. WORD PROB (R/P/%)	68	63	5	68	0
6. PER FINANCE PROB	71	66	5	71	0
7. WORD PROB (MEAS)	70	65	5	71	-1
8. AREA - RECT/TRIANGLE	60	62	-2	66	-6
9. PROBABILITY	55	52	3	55	0
10. CHARTS, GRAPHS	64	60	4	66	-2
11. FORMULAS	61	67	-6	73	-12
TOTAL MATHEMATICS	77	75	2	81	-4
SCALED SCORE	775			781	-6
PERCENTILE RANK	55			57	-2
READING					
1. MAIN IDEA	72	66	6	72	0
2. MEANING OF WORDS	88	86	2	90	-2
3. SPECFIC DETAILS	76	72	4	77	-1
4. SEQUENCING OF EVENTS	75	70	5	76	-1
5. DRAWING CONCLUSIONS	77	72	5	78	-1
6. FACT, OPINION	53	49	4	55	-2
7. CAUSE-AND-EFFECT	70	62	8	69	1
8. GENERALIZATIONS	90	87	3	90	0
9. AUTHOR'S PT. OF VIEW	67	62	5	68	-1
10. REFERENCE SOURCES	93	90	3	92	1
11. GRAPHIC SOURCES	91	90	1	92	-1
TOTAL READING	79	74	5	80	-1
SCALED SCORE	782			783	-1
PERCENTILE RANK	59			59	0
WRITING					
1. CAPITALIZATION	82	83	-1	86	-4
2. PUNCTUATION	80	76	4	80	0
3. SPELLING	93	92	1	93	0
4. CORRECT ENGLISH USAG	81	77	4	82	-1
5. SENTENCE STRUCTURE	93	93	0	95	-2
6. PROOFREADING	69	67	2	71	-2
7. MULTIPLE CHOICE	73	71	2	76	-3
COMPOSITION (2,3,4)	70	64	6	74	-4
TOTAL WRITING	59	53	6	63	-4
SCALED SCORE	716			730	-14
PERCENTILE RANK	56			60	-4
PASSED ALL	51	43	8	53	-2
STUDENTS TESTED	5098	53819		250962	

		October All Students			January All Students			May First Time			May Retested		
		AISD	TX	DIFF	AISD	TX	DIFF	AISD	TX	DIFF	AISD	TX	DIFF
	MATHEMATICS												
1	Sequencing of Nos.	85	78	7	78	66	12	75	70	5	59	47	12
2	Rounding of Numbers	77	73	4	60	62	-2	60	60	0	49	44	5
3	Equivalencies	70	65	5	52	53	-1	52	49	3	38	30	8
4	Exponential/Standard Not.	91	88	3	79	75	4	81	76	5	78	62	16
5	Fracts.. Mixed Nos. (+,-,x)	68	57	11	51	41	10	54	41	13	35	21	14
6	Decimals (+,-,x,-)	91	90	1	80	83	-3	84	81	3	80	73	7
7	Integers (+)	87	82	5	81	68	13	66	67	-1	53	44	9
8	Multiple Operations	69	62	7	53	52	1	51	49	2	25	23	2
9	Formulas	69	59	10	52	41	11	49	41	8	22	13	9
10	Proportion	73	67	6	64	57	7	64	56	8	33	26	7
11	Percent	72	67	5	58	60	-2	62	59	3	50	45	5
12	Measurement Units	64	56	8	53	45	8	47	39	8	14	12	2
13	Averages	85	78	7	71	66	5	71	66	5	58	49	9
14	Probability	78	71	7	71	60	11	74	60	14	58	41	17
15	Charts, Graphs	93	92	1	92	86	6	93	92	1	88	88	0
16	Geometric Formulas	72	65	7	55	51	4	57	51	6	45	35	10
17	Geometric Properties	65	58	7	52	44	8	42	35	7	20	13	7
18	Equations	74	65	9	59	49	10	61	49	12	30	21	9
	Total Mathematics	92	88	4	84	76	8	82	76	6	71	53	18
	Scaled Score	746	726	20	700	682	18	700	682	18	645	619	26
	Percentile Rank	66	53	13									
	Number Tested	3332	187360		116	6108		127	3356		212	16079	
	LANGUAGE ARTS												
1	Main Idea	84	79	5	66	68	-2	63	53	10	30	23	7
2	Context Clues	95	93	2	89	87	2	96	91	5	85	82	3
3	Word Structure	94	91	3	91	86	5	95	85	10	72	64	8
4	Specific Details	95	94	1	87	87	0	95	93	2	89	90	-1
5	Sequencing of Events	96	94	2	89	86	3	87	84	3	77	71	6
6	Drawing Conclusions	78	73	5	65	62	3	64	61	3	50	37	13
7	Ref. Source Identification	97	95	2	93	90	3	94	89	5	90	82	8
8	Ref. Source Usage	96	94	2	90	89	1	92	88	4	83	82	1
9	Fact, Opinion	79	74	5	66	64	2	61	58	3	45	32	13
10	Literary Analysis	94	92	2	84	86	-2	94	85	9	77	70	7
11	Capitalization	76	75	1	64	64	0	81	69	12	66	50	16
12	Punctuation	58	55	3	53	41	12	37	34	3	15	11	4
13	Spelling	72	67	5	69	60	9	67	60	7	46	41	5
14	English Usage	65	60	5	49	49	0	68	62	6	52	44	8
15	Sentence Structure	65	59	6	52	45	7	54	48	6	35	25	10
16	Sentence Combining	96	95	1	95	91	4	92	88	4	76	75	1
17	Organization Skills	83	80	3	74	70	4	74	69	5	56	50	6
18	Proofreading	66	57	9	47	43	4	49	39	10	29	16	13
	Total Language	94	91	3	85	80	5	91	81	10	68	54	14
	Scaled Scores	774	757	17	734	720	14	741	720	21	688	670	18
	Percentile Rank (Reading)	56	46	10									
	Percentile Rank (Writing)	58	50	8									
	Total Tested	3345	186560		99	6337		129	3358		188	12136	
	Passed Both	89	85	4									

Bibliography

The following publications and others related to achievement testing are available from the Office of Research and Evaluation (ORE), Austin Independent School District, Austin, Texas 78752.

1985-86 Publications

Achievement testing: doors to your child's learning. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.11), Austin Independent School District, September, 1985.

This brochure describes the achievement tests and the language proficiency tests used in the Austin Independent School District. It also contains suggestions for parents to help their children prepare for achievement testing. (Revised edition of 83.34)

Nuts and bolts of testing: A bulletin for test coordinators, 1985-86. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.10), Austin Independent School District, August, 1985 - May, 1986.

This is a periodic newsletter for building test coordinators and/or principals to keep them informed on issues related to testing. (Note: This is Volume VII of a continuing publication.)

Systemwide Evaluation: 1985-86 technical report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.66), Austin Independent School District, July, 1986.

The technical report describes in detail all aspects of the annual districtwide achievement test administrations.

Systemwide Testing: 1985-86 evaluation plan. In Evaluation plans 1985-86. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.16), Austin Independent School District, September, 1985.

The systemwide testing evaluation plan for 1985-86 is included with all other ORE 1985-86 plans.

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